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ABSTRACT

This guide is designed to assist counselors responsible for the development and implementation of guidance programs at the elementary school level, and is based on the philosophy that guidance programs should be both comprehensive and developmental. The following areas are addressed: (1) program planning; (2) counselor job descriptions and role in relation to other school personnel, students, and parents; (3) the counselor as consultant, coordinator, and evaluator; and (4) sample effective guidance programs. Sample forms for use with students and staff members are provided, as well as appendices containing a bibliography and outlines for specific guidance activities. Although geographically specific, this guide is a resource which can be used to supplement the creative efforts of those working in elementary guidance. (Author/HLM)

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ELEMENTARY GUIDANCE

IN

OKLAHOMA

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A Tentative Handbook
(Working Copy)

Guidance and Counseling Section
Blan Sandlin, Administrator

Oklahoma State Department of Education
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CG 014258

1976

This working copy is to become permanent after field testing. Your input is solicited toward improvement. Critique pages are provided in the back of this guide for your input. At the close of the 1976-77 school year your comments and ideas will be needed for incorporation into the revision of the manual. Please send these critique pages to:

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FOREWORD

Elementary guidance and counseling is now in the forefront of educational efforts to provide quality experience for children in Oklahoma's schools. With public support emerging for the provision of elementary guidance services, it is incumbent upon counselors, administrators and teachers to design, implement and carry on programs that are exemplary. Comprehensive developmental guidance programs offer prime opportunity as a vehicle for delivering guidance services to all children.

The knowledge explosion, greater competition, advanced specialization and increased need for both written and verbal communication skills all tend to provide adjustment tasks with which Oklahoma's youngsters must cope.

Personal, professional assistance provided for children at an early age through guidance services coordinated by the certified elementary school counselor can prevent serious problems later.

We are appreciative of the efforts of the committee for the development of this guide and recommend that it be used for the benefit of children. It is only as concepts are brought to fruition that guidance will become reality in elementary schools.

Leslie Fisher

ACKNOWLEDGMENT

PLEASE and THANK YOU -- magic words in the English language -- have again been demonstrated as both powerful and inadequate.

The contributing individuals and groups were persuaded to participate through the magic of PLEASE. They have responded in a professional manner, without remuneration, to develop this guide.

THANK YOU seems inadequate as recompense for the energy and expense they have brought to this task. It is hoped that the knowledge of their efforts in developing this guide for the benefit of elementary children will compensate them to a degree for our inability to express adequate appreciation.

The Oklahoma Association of Counselor Educators and Supervisors gave the project initial impetus and continuing leadership. The Oklahoma Personnel and Guidance Association gave of its professional strength in apprising the public of opportunities in elementary guidance. The Curriculum Commission provided technical and financial assistance in addition to educational expertise.

Recognizing the improbability of the completion of this work without interest and sustenance from the entire educational community, it is our pleasure to give special acknowledgment to the individuals listed herein for their special contributions.

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INTRODUCTION

This publication is the culmination of the efforts of a selected committee and chosen consultants having professional responsibilities in elementary guidance, a vital area of education. It is in response to a concern which has been expressed in increased frequency and intensity by school administrators and the practitioners of elementary guidance.

By definition, the word "guide" implies pointing the way or a direction. It is not our intention to mandate a plan of development and operation, but rather to offer suggested alternatives and identify practices which have proven successful in the experience of the writers. Permeating the entire guide is the concept that a guidance program should be both developmental and comprehensive. Developmental implies that guidance programs must address themselves to the growth and development of individuals and serve needs arising from sequential patterns. Comprehensive suggests that guidance programs must be planned in groups of school children.

It is recommended that this guide be used to supplement the creative efforts of those working in elementary guidance. The sections of the guide reflect the varying approaches and styles of the subcommittees who made contributions. It is expected that the applications made by users of the guide will display a corresponding variety.

PHILOSOPHY

Guidance is a developmental program designed to assist all students, grades K-12, to become more self-directed in identifying and meeting needs in the educational, personal, and career domains through self-appraisal, self-understanding and self-acceptance.

Guidance functions as an integral part of the total school program, contributes directly to the school purpose and philosophy, and involves every member of the school staff.

Elementary school guidance programs are based upon the belief that children are unique individuals who are deserving of care and attention as they explore and begin to realize their social, emotional, physical and mental potentials. This emerging realization of self by children is fostered by a school atmosphere that encourages active participation in educational experiences. The elementary school guidance program becomes an important part of the self-realization process through preventive assessment of and assistance to the child as he progresses through the elementary grades.

RATIONALE

THE ELEMENTARY SCHOOL COUNSELOR - A NEEDED SPECIALIST

The purpose of guidance at the elementary school level is focused upon assisting children to integrate such primary group forces as the home, the school, the church and peer relationships. These are the forces which form the base for children's adolescent and adult years. The aim of elementary school guidance, then, is to blend these forces into a harmonious whole through extending services not only to children, but also to teachers, administrators and parents as well. The elementary school counselor develops a preventive rather than remedial elementary school guidance program, but recognizes that some children need special assistance at certain times.

By counseling with the child, consulting with his/her teachers and parents, and coordinating school-community resources, the certified elementary school counselor can assist each child through both normal developmental and problematic concerns that may interfere with optimal learning, social functioning, and personal growth. The certified elementary school counselor also can develop, organize and implement guidance services which personalize the educational process in school for each individual child. Since literacy and schooling are demands of our society, there is a clear need for developmental guidance approaches for drop-out prevention beginning in the elementary school.

Drug abuse is a serious problem in our nation and state. The certified elementary school counselor can provide leadership in drug education at the elementary level where basic attitudes are formed. Since most drug abusers are people with low self-concepts, the certified elementary school counselor can implement and coordinate home, school and community resources which are directed toward improvement of the child's self concept. The counselor can also organize and implement programs that may help prevent delinquency through early identification and appropriate referrals.

The certified elementary school counselor will provide experiences for children which create an early awareness of the world of work, and will coordinate a sequential program of career development which may enrich the total school curriculum and make school more relevant for all students. The developmental guidance program also attempts to develop awareness and skills in humane interactions between and among children, parents, teachers, and administrators. This guidance program supports and compliments the instructional program. Therefore, the elementary school guidance program is an integral part of the total educational program in which the child, his/her parents, teachers, administrators and the counselor are active, cooperative participants.

An analysis of current social problems lends support to the need for counselors. The problems described in the following paragraphs are special school concerns related to these social problems.

EARLY ASSESSMENT OF CHILDREN

- Approximately 50% of a child's intellectual development occurs between conception and age four, 30% between ages four and eight, and 20% between ages eight and seventeen.
- Children establish lifelong behavioral patterns prior to age ten.
- It is estimated that one in every ten children in the classroom has an emotional problem.
- Many children and their families who desire services of various community agencies cannot be seen because of long waiting lists.
- Underachievement in school work is most often related to personal, family, or peer concerns rather than lack of academic ability.

DROP-OUT PREVENTION

- In Oklahoma, only 69% of those chidren who enter first grade are graduated from high school. Therefore, 31% of Oklahoma's youths are school drop-outs.
- In Oklahoma, the school drop-out rate for minority children is even higher.
- Authorities state that although youths must remain in school physically until the age of 16 years, many students psychologically drop out of school during the elementary years.
- Research has shown that potential school drop-outs can be identified during their early years in school: in many cases the drop-outs can be prevented by special programs provided in an elementary school guidance program.

CAREER DEVELOPMENT

- Authorities generally agree that the process of choosing one's life career is a developmental process beginning in early childhood.
- Today's youths entering the world of work can expect to change jobs six or seven times in their lifetimes before they find a position that is economically and personally satisfying.

- Because of the changing world of work, authorities are predicting that 90% of today's kindergarten children will be employed in occupations that have not been invented as yet.
- Attitudes toward work are generally established during the elementary school years.
- Attitude of "ability to get along with others", is a primary factor in job termination.

COMMUNITY AND SOCIAL CONCERNS

FAMILY STABILITY

- According to national figures, one of every three mothers is working; in one of every five families, the mother is not home when the children return from school.
- The divorce rate in Oklahoma continues to rise, leaving many youngsters to be raised in one-parent homes.
- Approximately one-fourth of our children face the probability of malnutrition, inadequate housing, untreated physical and mental disorders, educational handicaps and indoctrination into a life of marginal work and opportunity.
- The Oklahoma State Department of Health estimates 6,000 to 7,000 persons are annually convicted of child abuse, "but that figure represents only the tip of the iceberg."

JUVENILE DELINQUENCY

- The crime rate is increasing faster than the population growth.
- Every year in the United States, over 100,000 children age 7 to 17 are held in jails or place of detention.
- A majority of delinquents commit their first criminal offense prior to the age of ten.
- The latent criminal and the delinquency prone child can be identified with 80-90% accuracy at first grade level.
- The 11-17 age group, which is 13% of the population, accounts for half of all arrests for burglary, larceny, and motor vehicle theft.
- In Oklahoma, over one-third of all delinquent offenses are more directly harmful to the child than to society; that is, most of the juvenile offenses are the runaway, truancy, alcohol, glue-sniffing and drug abuse.

DRUG ABUSE

- Authorities state that by the age of five or six, most children have formed attitudes on taking drugs.
- Authorities estimate that forty million persons across the country have had varying degrees of contact with illicit drugs and narcotics. Estimates of drug abuse range from 5% to 30% of the population (for all drugs except alcohol).
- There is a correlation between the risk of drug abuse and the extent of family disorganization. Cohesive families have the lowest risk of drug abuse.
- Almost every child in Oklahoma is going to have at least one friend who is experimenting with drugs. In most cases it will be this friend and not a professional "pusher" who will tempt non-users.

SUMMARY

The knowledge explosion, greater competition, advanced specialization and the increased need for both written and verbal communication skills all tend to provide adjustment tasks with which Oklahoma's youngsters must cope. Crowded classrooms, decreasing parental guidance, and our increasingly complex society call for increased help for Oklahoma's youngsters from our schools. To be really effective, this help must begin in the elementary school and be available continuously throughout our educational system. Maladjustment, ineffective behavior patterns, delinquency, underachievement, physical and social handicaps can and should be detected as early as possible and preventive steps taken to help Oklahoma's youngsters. Personal, professional assistance provided for children at an early age through guidance services coordinated by the certified elementary school counselor can prevent serious problems later.

PLANNING A GUIDANCE PROGRAM

Prior to initiating an elementary school guidance program there should be input and consensus by various publics, that is, parents, teachers, administrators, students and the community-at-large regarding the philosophy of the guidance program to be implemented at their local elementary school. Implementing a guidance program in an elementary school should be preceeded by extensive planning including: (1) in-service seminars for teachers and principals, (2) discussions with parents and students and (3) the establishment of a guidance committee to serve in an advisory capacity. Through this pre-planning the educational philosophy of the school should be delineated (or updated) and the guidance needs of the youngsters identified, thereby establishing the framework of the local elementary school guidance program.

IN-SERVICE FOR SCHOOL PERSONNEL

To be effective, an elementary guidance program must consist of the coordinated efforts and support of the counselor by the principal, teachers and the pupil personnel specialists, such as the school nurse, remedial reading teachers, and speech therapists. Therefore, the entire school staff should be involved in planning their guidance program.

Scheduling a workshop or a series of in-service seminars to acquaint school personnel with the services that could be provided through an elementary guidance program in their particular school is of extreme importance. Too often, teachers and principals do not realize the kinds and amount of support that an effective elementary school guidance program can give them in carrying out their particular role functions.

Because of their close contact with students, teachers and principals provide a valuable source for identifying the needs of students that should receive priority in their guidance program. During the workshop or in-service seminars, teachers and principals should engage in a need assessment procedure to identify both long range and short range goals. Need assessment by teachers and principals will not only involve school staff in planning the elementary guidance program, but may also facilitate a re-definition of the school's philosophy or mission.

DISUCSSION WITH PARENTS

Too often, parents are silent bystanders in the educational experiences administered to their children. This has generated feelings of alienation and frustration. Since parents play a vital role in the formation of each subsequent generation, an informed adult population appears to be a prerequisite to the attainment of a democratic society which both ascribes to and facilitates the realization that each human being should achieve his fullest potential. In the light of these conditions, it seems reasonable to involve parents in the planning of an elementary school guidance program.

Parents could be invited to school to discuss the services that could be provided through a guidance program. These meetings should be shceduled during both the day and evening hours to accomodate as many parents as possible.

Need assessment should be a second phase of involving parents in the pre-planning of the guidance program. Parents actively involved in need assessment procedures often become enthusiastic supporters and volunteers in the elementary school guidance programs.

GUIDANCE COMMITTEE

A five to ten member guidance committee composed of teachers, parents, the principal, and community people should be formed to serve as a medium through which a counselor may explain and interpret his roles and receive feedback concerning the impact of the guidance program. It is suggested that the principal serve as ex-officio member. The on-going guidance committee will also help the counselor assess the present and future needs of the school's guidance program.

An effective guidance program needs direction and involvement (input, feed-back, and action) from these various publics. A guidance committee can provide a vehicle for conducting seminars on topics relating to parent and teacher involvement in the guidance program. Although the counselor is a member of the guidance committee, he should not assume its chairmanship.

PUPIL NEED ASSESSMENT

An often neglected source of educational need assessment is the student population of the school. Who knows better than the students themselves what they hope to gain from their education experience?

A questionnaire should be administered to students to assess their priorities of educational goals. Class discussions concerning this topic should also be conducted.

NEED ASSESSMENT-GOALS

Once the guidance needs as perceived by the students, teachers, principals, parents and community members-at-large have been identified, the long range and immediate goals of the elementary guidance program can be established. Specific objectives should be stated in terms of anticipated outcomes or changes in children. Well stated objectives will facilitate the task of evaluating the effectiveness of the entire guidance program.

AN ELEMENTARY COUNSELOR'S JOB DESCRIPTION

After the goals and objectives of the guidance program are established, job descriptions for the counselor and other pupil personnel specialists should be written. These specific job descriptions are essential in defining and coordinating the responsibilities of the pupil personnel team members and in preventing an overlap in their duties and functions. The hiring of qualified and creative specialists for the pupil personnel team is essential in carrying out the objectives of an effective guidance program. Para-professionals or volunteers may be trained and employed to aid the certificated personnel in implementing the program. However, the certified elementary counselor is the individual who must assume the leadership role in the guidance program.

The elementary counselor will be involved in counseling, consultation, coordination, classroom guidance and evaluation. The elementary counselor will assume the counseling function with individual children as well as with small groups of children.

A second major responsibility of the elementary counselor is that of consulting with significant adults in the child's life. The counselor will consult with parents and teachers in helping them to provide an optimal learning and developmental environment for children. By virtue of a child's dependence on adults, it is imperative that the counselor extend his services to the adults who interact regularly with the child.

Because the counselor is a full-time staff member of a school, the counselor will coordinate the services necessary in meeting the developmental needs of all children. The counselor will serve as liaison for teachers, principals and other members of the pupil personnel team in the school, between the school and community agencies and between home and school.

A counselor can serve as a resource to teachers through conducting regularly scheduled classroom guidance activities. Classroom guidance, a preventative measure, centers upon helping children develop an understanding of themselves and others through appropriate discussions, stories and role playing. Career awareness may be the focus of some classroom guidance activities.

Maintaining an effective guidance program requires continual evaluation by the counselor. Evaluation is necessary in determining progress toward the goals and in improving the over-all functioning of the program. Evaluation will also help to inform and interpret the elementary guidance program to parents, the school board and the community-at-large.

WORKING TOGETHER

THE ADMINISTRATOR AND THE COUNSELOR

Educational excellence requires team work. The unique contribution of the school counselor to the educational team is not always clearly understood. Even though there is general agreement about the need for counselors, there is confusion about the best use of their potentials. The following statement is designed to help superintendents, principals and school board members understand the conditions under which school counselors can make their greatest contributions to educational excellence. The superintendent, principal and school board have a right to hold certain expectations of a school counselor. In turn, they have a responsibility to make certain commitments to the counselor if their expectations are to be realized.

Expectations

The work of the counselor should contribute to the stated purposes of the school. This expectation is the sole justification for the presence of a school counselor in the school situation.

A. The purposes of education to which the school counselor should make contributions are personal-social growth of students, desirable human relationships, economic efficiency and civic responsibility. Student improvement in these areas should insure greater learning efficiency; thus, children can benefit from the offerings of the school. The administrator can expect the counselor to facilitate academic improvement through the use of the following vehicles:

   1. Developmental counseling is a process which focuses on helping students achieve as smooth a transition as possible through the normal sequence of development from childhood to adult. As a student progresses successfully through stages of maturity, he will be able to assume responsibility for his own learnings. A student who has the maturity expected of his age level can take full advantage of all educational opportunities offered by the school.

This role definition has been developed to be consistent with the joint policy statements of the Association for Counselor Education and the American School Counselor Association (Divisions of the American Personnel and Guidance Association), and the American Association of School Administrators.

2. Decision making and planning skills are useful to each student in working with short-term plans. More efficient learning should result as counselors help students understand the significance of learning activities in relation to valued goals. Thus, learning should become goal-directed rather than other directed.

3. Problem-Centered techniques will be more effective when counselors implement a preventive rather than a remedial program. The counselor will work with all students, but will recognize that some children need special assistance at certain times. Students need to be reasonably free from distracting needs and problems, so that in the classroom, attention can be given to learning activities. Although psychotherapy is not a function of the school counselor, a supportive "psychological first aid" is within his/her competency and responsibility.

B. The counselor may be expected to be the protective guardian of individuality. Children need a person who can serve as a buffer between child and institution. Children also need a person who can help them learn to function within an institution and begin to understand responsibilities and rights. It is essential that the rights are not neglected. Our schools by their very nature, too often value conformity, dampen the creativity of children and place concern for the mass above that for the individual.

Counselors may not necessarily work with individuals - they may foster individuality through several channels:

1. Individual or group counseling can provide each student an opportunity for self-exploration and self-discovery of his own feelings and personal values in a non-threatening relationship.

2. Indirect assistance can be given to students by consulting with teachers and other significant adults to help them understand and foster the unique individuality of each student.

3. Indirect assistance can also be achieved by influencing the climate of the school. The counselor should participate in curriculum construction to insure that all aspects of the school program are designed to meet the individual's needs more nearly. The uniqueness of each individual child will become more important as the counselor works toward making guidance an integral part of the total program.

C. The counselor should have a commitment to school counseling as a profession and should display the hallmarks of a professional.

1. The counselor should have a rationale - there should be a logical explanation for the counselor's selection of activities and techniques.

2. The work of the counselor should be related to the purposes of the school and its program.

3. The counselor should assume responsibility for personal and professional growth through education, self-study, and participation in professional organizations.

Commitments

A. The administration can insure a useful, functioning elementary guidance program by structuring the counseling position as an integral part of the school program.

   1. School counseling is a career assignment requiring a person with extensive and intensive training.

   2. The responsibility for leadership and supervision is placed with professionally qualified personnel, a certified elementary counselor.

   3. The counseling position is utilized for functions related to guidance services and not eroded by assignment to unrelated duties.

B. Counseling is a staff position. The counselor should be responsible to the building principal and should serve as consultant to teachers, parents and other professionals (see Figure 1).

   1. The counselor will work with all pupils, teachers, administrators and parents.

   2. The counselor must be provided with as much backing as possible under the law for the right to privileged communication in all matters involving confidentiality of information received from students and adults.

C. The counselor should be provided sufficient time and facilities for the effective performance of his duties.

   1. Employ a sufficient number of counselors to make possible a reasonable probability of achieving objectives. The suggested maximum counselor-student ratio is 1 to 350.

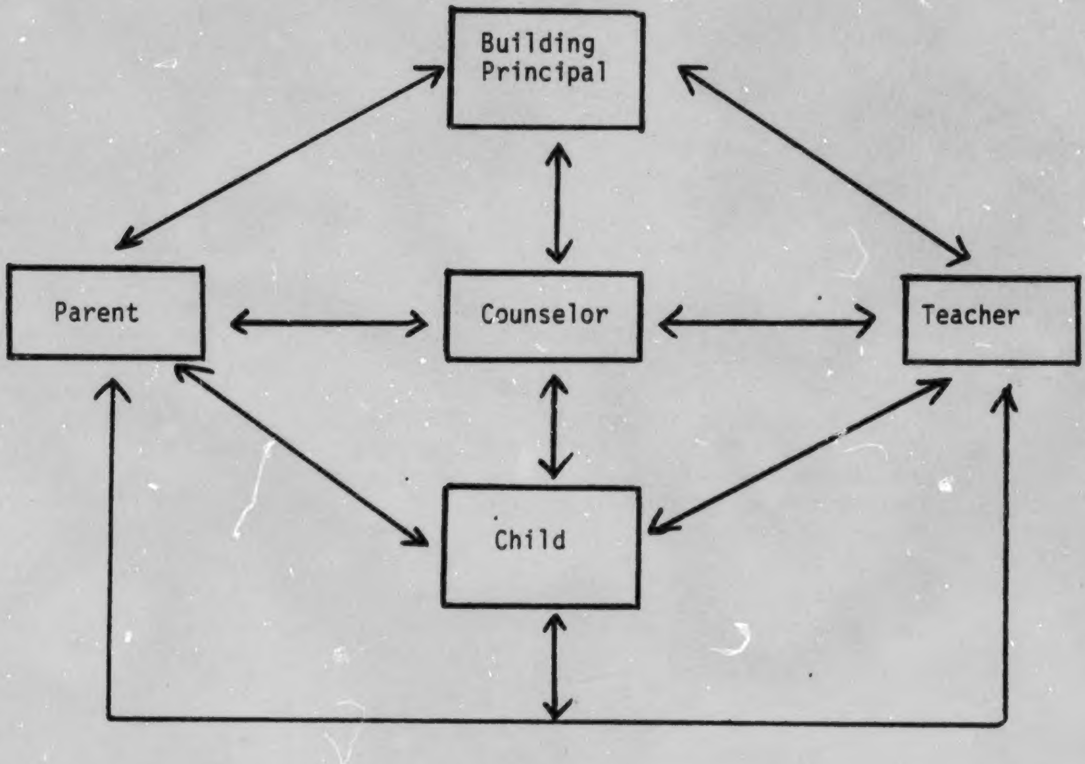
   2. Provide adequate clerical help, sufficient guidance materials, supplies and equipment and appropriate office space to facilitate a positive atmosphere for a guidance program.

D. Only well-qualified, fully-trained professionals should be hired and they should be given the freedom and responsibility commensurate with the level of specialized preparation.

   1. Recognize the counselor as a specialist in a field with a distinct body of knowledge, as one who has a significant contribution to make to the school program.

FIGURE I

CHANNELS OF COMMUNICATION


Building Principal
Parent
Counselor
Teacher
Child

The above chain of communication is to clarify the position of the counselor in relationship to other personnel in the school guidance program.

2. Accept the fact that different authorities may resolve different issues in different ways; turn over to the counselor the responsibility for doing the job, but do not specify how it should be done.

3. Provide for continuous guidance program review.

THE TEACHER AND THE COUNSELOR

The teacher and the guidance counselor form the primary team for implementing the guidance point-of-view in the elementary classroom. A desirable classroom atmosphere revolves around the recognition of individual differences and the acceptance of individuals. The facilitation of a warm classroom climate depends upon the teacher's awareness of self and the teacher's use of guidance techniques. Effective teacher-counselor relationships will be characterized by frequent informal visits, mutual confidence, open communication and the positive feeling that each has a supportive ally in educational efforts.

Both the teacher and the counselor have special training, roles and experiences that bring strength to the guidance team. The teacher has intensive, long-term contact with pupils and special training in the presentation of academic material. Both experience and training place the teacher in a position to identify pupils with special needs and to accomplish much of the guidance work in the classroom. The counselor, in addition to teaching experience, has specialized education to help teachers understand the effect of their behavior on children and to help plan ways to foster acceptance and valuing of individual differences along with academic achievement. The counselor is also trained to assist in evaluating the school's effort to meet pupil needs.

A. When the teacher-counselor team functions well, a guidance oriented classroom will exist that contains at least some of these characteristics:

    1. Children are accepted as people.
    2. Children feel free to be themselves.
    3. Children are encouraged to express their feelings.
    4. Joint planning by teacher and pupil is commonplace.
    5. The teacher's main motive in the classroom is one of encouragement.

B. The counselor and the teacher will work as a team to provide developmental guidance activities.

    1. The counselor will serve as a resource and help obtain curriculum materials for developmental guidance activities.
    2. The teacher will implement programs with the assistance and support of the counselor.

C. In order to implement a guidance program, the teacher and the counselor will have special, specific duties. The teacher can expect the counselor to assist in:

    1. Better understanding of child growth and development.
    2. Planning a program of individual instruction.
    3. Assessing individual differences.

4. Better understanding standardized test data.
5. More effective utilization of the cumulative record.
6. Planning and conducting parent conferences.
7. Identifying pupils with special needs.
8. Measuring classroom achievement.
9. Improving the teacher-pupil relationship.
10. Analyzing teaching methods and techniques.
11. Gaining greater self-understanding.
12. Meeting the personal demands of day-to-day life.
13. Classroom guidance.

D. One of the special duties of the teacher will be to help identify pupils with special needs and to refer pupils with needs beyond their scope and time. The counselor can also expect the teacher to assist in the developmental guidance program. The teacher will facilitate developmental guidance by:

1. Discussing with the children what the guidance counselor does in the school.
2. Arranging for pupils to see the counselor.
3. Arranging a portion of the room so the counselor can work with some students in the classroom.
4. Scheduling observations by the counselor.
5. Discussing the guidance program with parents who are seeking assistance.
6. Providing ideas and suggestions for use by the guidance committee.
7. Allowing time in the schedule for the counselor to conduct guidance activities.

E. Teachers who believe in the guidance point of view may well consider the following "Ten Commandments of Good Teacher-Student Relations."

1. A STUDENT is the most important person in our business.
2. A STUDENT is not dependent on us - we are dependent on him.
3. A STUDENT is not an interruption of our work - he is the purpose of it.
4. A STUDENT does us a favor when he calls - we are not doing him a favor by serving him.
5. A STUDENT is a part of our business - not an outsider.
6. A STUDENT is not a cold statistic - he is a flesh-and-blood human being with feelings and emotions like our own.
7. A STUDENT is not someone to argue with.
8. A STUDENT is a person who brings us his needs - it is our job to meet those needs.
9. A STUDENT is deserving of the most courteous and attentive treatment we can give him.
10. A STUDENT is the life-blood of our school.

THE CHILD AND THE COUNSELOR

Each school counselor has a personal philosophy, style, and set of favorite techniques and activities. However, most counselors agree that the major emphasis of elementary school guidance should be developmental (preventive), designed to reach all children, rather than being crisis-oriented (remedial). In working with all students, the counselor may work with classrooms of children, with children in small groups or with individual children. Emphasis may be placed on the following areas:

A. Self-understanding (becoming aware of one's potential).
B. Understanding the role of work in our society.
C. Accepting responsibility for oneself.
D. Increasing one's ability to make decisions and choices.
E. Developing ability to solve one's problems.
F. Developing sensitivity toward others.
G. Clarifying values.

Group Guidance

Group guidance activities are cooperatively planned by teachers and counselors and are conducted by the teacher and/or the counselor. Group guidance activities include orientation programs such as the kindergarten round-up and taking the fifth or sixth graders on a tour of the middle school or junior high. Group guidance also involves the counselor conducting regularly scheduled activities with the entire classroom of students. Group guidance activities may include media presentations, role playing, class discussions, presentations by community resource persons, unfinished stories, and field trips.

At the beginning of each school year the counselor will schedule a time with each teacher in order to introduce himself/herself to the entire class. Through regularly scheduled group guidance sessions throughout the school year in each classroom, the counselor has opportunities to interact with and come to know every child in the school. Through group guidance sessions the counselor provides children opportunities to learn and discuss information related to personal and social concerns generally associated with their particular developmental level. Career awareness activities may also become a part of group guidance activities.

Published materials (see Appendix A) are available to provide the counselor and teacher with ideas for group guidance activities. However, purchasing large quantities of materials is not necessary. Creative teachers and counselors will be able to plan group guidance activities centered on the needs, interests and concerns of the children in each particular classroom (see Appendices B through H).

Group Counseling

Although many children may be given appropriate social and personal information through active group guidance methods, or through films, discussions and stories, there may be some youngsters who will feel more comfortable in exploring self and relationships with others in smaller more intimate groups. Small group counseling (six to eight children) may be either developmental (a group of youngsters who just transferred to the school) or remedial (a group of youngsters who have extremely irregular attendance). Feelings and attitudes about self and others is the focus for small group counseling. This process provides a vehicle for self-exploration, giving and receiving feedback, and reality-testing.

The counselor will accept self-referrals or referrals from teachers or parents and facilitate small counseling groups based upon the needs of the students. Of course, the counselor will have an individual counseling session with each child prior to forming a small counseling group. Children must be afforded the right to choose whether or not they become a group member.

Counselors generally schedule small counseling groups to meet once a week for a period of five or six weeks. The option to continue the groups beyond that length of time is a decision made by the group members based upon their needs and willingness to do so.

Landreth (1973) suggests the following guidelines for beginning group counselors:

1. Be patient. Wait for responses to questions. Members need time to think about what they want to say.
2. Help members to interact with each other by clarifying similarities and differences in what members are saying.
3. If a member or several members seem to be confused, ask another member of the group to summarize what he thinks the speaker has been saying.
4. The counselor is not the authority. You don't have all the "right" answers. Help members to respond to each other. "Mark, you're talking to Ruth but you're looking at me. Can you tell her?"
5. Avoid being the answer source. If the counselor is asked for an opinion, he can refer the question to the whole group by saying, "What do the rest of you think?".
6. Who is doing the most talking? If it is the counselor, he may be trying too hard to teach everyone something.
7. Try to determine what the central theme of the discussion is and respond to that.
8. Pull things together for the group by verbally linking what one member says with what another member has said if it seems to fit or be related.
9. Listen to the feelings and tones behind the words and respond to this inner depth rather than just to the words you hear.

Landreth (1973) also suggests the following helps for group members. A counselor may wish to share these verbally when beginning a new group:

1. Let others know what your ideas are. What every member has to say is important. Sharing your thoughts and reactions with the group will stimulate other members and will help them to share what they are thinking about.
2. Ask your questions. If you have a question or there is something you want to know more about, ask. There is no such thing as a stupid question in this group. Several other members probably want to know the same thing.
3. Don't do all the talking. Others want to participate also and they can't if you take too long to express your ideas.
4. Help other members to participate. If someone looks as though he wants to say something but hasn't, encourage him to do so. You could say, "Joe, you look as though you'd like to say something." Silent members may especially need your support and encouragement to participate verbally. Don't overdo it though. A member doesn't have to talk to be involved in what is going on.
5. Listen carefully to other members. Try to listen so intently that you could repeat what the other member has said to his satisfaction. You aren't listening effectively if you are thinking about what you are going to say when you get the chance. Give the other person's ideas a chance and try to understand what he is saying. Listen to him the way you would want him to listen to you.
6. Group members are here to help. Problems can be solved by working cooperatively together. In the process of helping others, you can help yourself. The information you have can be helpful to others. Suggesting alternatives or causes can help other members to make better decisions.
7. Be willing to accept another point of view. Don't insist that you are right and everyone else is wrong. The other person just might be thinking the same thing. Try to help other members to understand you rather than trying to make them understand.
8. Keep up with the discussion. If the discussion is confusing you, say so.
9. In this group it is okay to talk about your feelings and reactions.

Individual Counseling

There may be some children whose needs will be more appropriately met through establishing a one-to-one counseling relationship with the counselor. Self-referrals and referrals from teachers, parents and the principal will be seen by the counselor at least one time individually.

The counselor must then make a professional decision regarding the most effective processes of meeting the child's needs. The counselor must decide whether small group counseling or individual counseling will help the child resolve his/her concerns. In addition, home visitations and/or a series of parent and teacher consultations may be initiated to help the child.

Art and play media may be used to help in facilitating the counseling relationship either with an individual or in small groups. The younger the child, the more helpful play media can be in establishing a warm, accepting counseling relationship.

Two cautions are necessary. First, as an adult, the elementary counselor must not minimize the significance of the child's concern which may be deemed trivial by many adults. As the child grows, so do the complexity of his concerns. Second, counseling sessions with elementary school children seem to be on a time parallel with approximate attention span development. A kindergarten or first grade child can not be expected to concentrate on one area of concern for a long period of time. An older child, however, may be able to be involved in a counseling relationship for a more extended period of time.

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THE PARENTS AND THE COUNSELOR

Increased emphasis upon active parental involvement in the school experience of their young provides elementary school counselors unlimited opportunities for making a difference in the social, emotional, and academic growth of youngsters. That young children grow as a consequence of inter-action with their total environment has been established through theoretical, perspective and empirical data. Traditionally, however, educational programs have not been designed for interaction with the child's total environment. Teachers too often have told parents to bring their children to the school door and leave.

Consultation with parents, administrators and teachers has been established as one of the elementary school counselor roles designed to facilitate home-school communication. Too often parent consultations have become strictly crisis or remediation oriented, due to the lack of time and other role priorities established by the counselor, the administrator or the faculty. In order to facilitate positive communication between home and school, the counselor must gain and enlist the cooperation of the "people" resources within their school community.

What Does Parent Involvement Accomplish?

Active involvement of the total family in the school experience has been shown to be related to academic, social and emotional growth of students. Rankin (1967) studied the relationship between parent behavior and achievement of inner-city elementary school youngsters and found substantial differences between the attitudes and behaviors of mothers of high-achieving and low-achieving children. The mothers of high-achieving children were better able to discuss school matters and to initiate conferences with school officials.

Parent involvement in the school not only is associated with student attitudes and behaviors, but also seems to influence teacher attitudes toward students. Rosenthal and Jacobson (1968) stated that students who profited from positive changes in teachers' expectations of their ability all had parents who were involved in their child's school development and who were visible to the teachers.

Cloward and Jones (1963) studied low-income, working-class families and confirmed the effect of minority status and social class on the belief that work and education will result in economic and social mobility. They concluded that parents of all socio-economic classes who participated in school experiences were likely to believe that the school and education could actually effect change in their children.

In an investigation of the effects of parent-school personnel contacts on student achievement, Schiff (1963) concluded that parents participation and cooperation in school affairs lead to increased pupil achievement, better school attendance, improved study habits and fewer discipline problems. An analysis of gains on a reading test which was administered to experimental and control groups of students revealed that children of the experimental (parent-participation) group improved significantly more than did children of the control group. Shelton and Dobson (1974) found that home visitations by a team, consisting of the teacher and a paraprofessional mother, were instrumental in raising grade point averages and daily attendance of students whose homes were visited.

This brief review of the literature supports the necessity for developing open communication whereby families can become actively involved in the educational experiences of youngsters. The elementary school counselor, by virtue of his/her belief in helping children grow toward their full potential, seems the ideal person to organize and coordinate a viable parent involvement program. The goals of parent involvement are:

1. To organize and implement and open involvement and communication system between counselors, parents, teachers, and administrators;
2. To emphasize a human interactive approach as opposed to a traditional public relations approach; and
3. To involve parents in active roles as para-professionals or volunteers working with students, other parents and teachers.

Ways to Involve Parents

Establish a Guidance Committee

An effective elementary school guidance program needs direction and involvement (input. feedback, and action) from administrators, teachers, and parents. According to Nelson (1972), a guidance committee can provide a vehicle for conducting open forums on topics relating to parent and teacher involvement in the guidance program.

The five to ten member guidance committee would be organized by the counselor and meet at least four times a year. This guidance committee would serve as a medium through which a counselor can explain and interpret his roles and receive feedback about the impact of the guidance program. The guidance committee can also help the counselor assess the present and possible future needs of the school's guidance program.

The composition of the guidance committee could be: Two or three parents, a community representative other than a parent, two or three teachers, the principal and/or assistant principal and the counselor. Although the counselor is a member of the guidance committee, he/she should not assume its chairmanship.

Conduct Child Study Groups

Dinkmeyer and Caldwell (1970) suggest that child study groups help parents understand their children and develop more effective ways of relating with them. Discussions in the study groups are directed toward practical applications. Printed material such as Children: The Challenge by Dreikurs might be used by the leader as a focal point in stimulating discussion.

The opportunity to participate in child study groups may be announced at a general PTA meeting or through notices sent home with children. Dinkmeyer and Caldwell (1970) suggest that each group be limited to a maximum of twelve members.

One child study group would be conducted by the counselor for one hour each week for a period of six to ten weeks. A lounge at school, a meeting room in a neighborhood church, or the home of a participant may serve as the meeting place.

In an attempt to expand child study groups so that a number of parents can be served, Dinkmeyer and Caldwell (1970) suggest that the counselor be concerned with the training of parents who will function as future group leaders. Parents in the original group who demonstrate interpersonal skills could serve as co-leaders. The co-leaders would have the opportunity to lead a session, with the counselor serving as observer. Once parents have served successfully as co-leaders, they assume responsibility for newly formed groups and in turn train other co-leaders. If a problem develops, the leaders and co-leaders would consult with the counselor or invite him to visit a session.

Establish a Parent Room

The parent room, operated by counselor-trained parents, is based upon the following assumption: Human beings have the potential for helping themselves and others, provided they have appropriate information for increasing awareness of available alternatives.

The parent room (a mobile unit, a portable classroom, a corner in the school library, or a renovated utility closet) would be a resource room open to parents at stated times, including evening and weekend hours. Parents selected to staff the parent room would be given training by the counselor in communication skills, child growth and development, school purposes, and community resources. Parent room helpers would not only disseminate information selected for its pertinence to the particular school population, but also would serve as a liaison between family and school and family and community.

The parent room might serve as an informal "drop-in center" in which parents may have a cup of coffee, pursue activities and/or discuss concerns relative to their personal lives. These activities could reflect a broad spectrum ranging from engaging in a hobby to relating a family crisis. In a crisis situation, the parent room para-professionals would act as referral agents to the counselor.

Establish a Home Visitation Program

Organizing a home visitation program is based upon the premise that student behavior will change as a consequence of involvement and communication between parents and teachers. A counselor may wish to provide some training for a para-professional and/or volunteer mothers, fathers, grandmothers or grandfathers in communication and home visitation skills. Each trained person could then form a team with a teacher and the team could make several home visitations each month.

Through such student home contacts, teachers' awareness of students' environments will probably increase, resulting in more positive teacher attitudes. These experiences provided to significant adults in their environments, provide a developmental approach to improving students' school attitudes and academic performance.

Of course, the counselor may also wish to make some home visits. However, it seems an impossible task to ask any one person on the school staff to assume full responsibility for all home visitations.

Develop a Community Center

A Community Center would be developed to provide means for the parents of the community to act together in projects of common interests to their school and community. The program of the Community Center would be as broad as the needs and desires of the community dictate. Activities, not unlike the "pie supper" syndrome, would encourage the needed concept of the community being involved together.

Activities involving families within the Community Center could include projects in the following categories:

1. Socio-civic-economic. Present materials on political and economic concerns, consumer education programs, forums on power identification and negotiation procedures.
2. Home and family life. Facilitate child care seminars, nutrition workshops, 4-H Club activities, and Scouts.
3. Recreation. Offer arts and crafts activities, social events, school plays.

4. Special Interest. Offer English classes for non-English speaking parents, "Cooking with Commodities," and art exhibits.

The development of the Community Center would not involve the construction of separate physical facilities. School classrooms, the auditorium or a local church would be suitable for Community Center activities. Once again para-professional and/or volunteer parents could be trained to organize and coordinate the Community Center activities.

Establishing a Tutoring Program

Many parents, grandparents and other community residents may be eager to contribute time and energy to their schools' educational program through volunteering to serve as tutors to children who are experiencing some academic difficulties. After careful screening procedures and some training, these volunteers could be assigned to serve at specified times each week. Of course, tutors will be under the supervision of a teacher wishing such assistance with children.

Implement Teacher-Parent Rap Sessions

A series of teacher-parent rap sessions could be planned throughout the school year in order to enhance honest communication and involvement. An initial rap session may be designed around the following format:

The parents and teachers could be mixed and divided into groups of six to eight people. Each group discussion could center around:

1. How do you want children to be different as a result of attending school?
2. What do you expect from the teachers at school?
3. What do you expect from parents?
4. Now, looking over your responses to the first three questions, what can we do?

Large group feedback should follow the small group discussions. Hopefully, participants will gain a greater understanding of each other's expectations and discover common goals in regard to children's academic, social and emotional goals.

Organize Volunteer Interested Parents (VIP's)

The counselor with the help of the principal and the Parent-Teacher Organization could organize a group of Volunteer Interested Parents. The VIP's could have the responsibility of helping a teacher through correcting papers, making bulletin boards, doing clerical work, supervising the lunch room or assisting on field trips. The VIP's should receive some training and should be assigned to a teacher requesting such help.

Contact Parents for Career Awareness Activities

Parents, grandparents and other community residents are a continous resource for career awareness activities. They may be scheduled to talk with students concerning their vocations and leisure activities. A counselor should continually update a listing of such resource people and subsequently coordinate the invitations to speak.

Consultation with Parents

There will be many times when a counselor will ask parents to come to school for an individual conference concerning their child or children. This individual, personal contact is a viable component of a developmental elementary school guidance program.

Myrick and Wittmer (1972) discuss guidelines that have proven helpful in consultation. First and foremost, be a listener. The consultee needs to talk out his feelings and ideas about the situation. As a consultant you listen for:

1. feelings of the consultee;
2. specific behaviors which have led the consultee to make certain inferences about the child;
3. what the consultee seems to expect in the situation;
4. what the consultee has done up to this time; and
5. positive attitudes and behaviors that are already present.

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THE COUNSELOR AS CONSULTANT

The counselor as consultant brings those people together who are significant in the life of a child for a sharing of information and ideas so that cooperative problem-solving can take place. As consultant, the counselor is the specialist who assists both school staff and parents in understanding and dealing with the uniqueness of the child. Some examples of a counselor working as consultant will now be discussed.

CONFERENCES

Conferences bring personnel together on a monthly basis in order to pool information concerning an individual student's observed problems and to plan and coordinate services designed to meet his needs. Conferences may include the student's teachers, administrators, and members of the pupil personnel team, such as the counselor, school psychologist, social worker, nurse, speech therapist, and reading teacher. Each person involved in the conference offers information about the student or impressions of him. The conference not only allows for the needs of an individual child to be clarified and an organized plan to be implemented, but provides valuable in-service training for participants, especially teachers.

TEACHER IN-SERVICE SEMINARS

Through monthly seminars, a counselor may facilitate teachers' awareness and understanding of guidance and counseling. Dinkmeyer and Caldwell (1970) state that seminars offer the counselor an opportunity to serve as an agent of change. Van Hoose (1968) encourages the counselor to provide information that the teachers may incorporate in their daily interactions with children and to offer viable alternatives rather than to deal in generalities.

Specific in-service seminar topics should be determined by the needs of teachers and students. Possible areas are:

1. Role playing parent-teacher conferences with feedback from the faculty concerning the type of interpersonal relationship established, the learning on the part of both the teacher and the parent, and the potential benefit derived by the child.
2. Career guidance - What is it? Who is involved? How is it done?
3. Value clarification in the classroom. Specific value clarification strategies which can be used by a teacher in helping children look at their values would be demonstrated and discussed.

The counselor may lead the seminars or may call on school or community personnel to offer assistance in conducting meetings. Videotapes and other media may be used to stimulate discussions.

CHILD STUDY

The child study method may be used to redirect the teacher from simply imparting subject matter to understanding each individual student. The counselor will serve as a resource to teachers and administrators who want to prepare a study for the purpose of fostering better adjustment of a pupil. When data about a student has been collected, a report is written. The study includes tentative hypotheses and suggested methods of treatment. The teacher or administrator may present their study to other teachers in order to secure reactions and suggestions before proceeding with a plan of action. Child studies provide teachers with an opportunity to examine alternatives relative to situations involving students and thus enhance teacher understanding of child growth and development.

CONSULTATION WITH TEACHERS

Counselors must take every opportunity to work closely with the teachers they are serving. When a teacher refers a child for counseling the counselor will consult with the teacher prior to initiating a contact with the child and after the initial counseling session. Although confidentiality between the counselor and the child must be maintained, the counsleor is obligated to provide general feedback to the teacher. After all, the teacher has many more hours of contact with the child during the school day and if positive change in a child's attitude and behavior is to occur, the teacher must be involved.

The guidelines suggested by Myrick and Wittmer (1972) relative to consultation with parents, presented earlier in this Handbook, will also serve in consulting with teachers.

CONSULTATION WITH THE PRINCIPAL

The principal is the educational leader of the school and a necessary ally in implementing an effective elementary school guidance program. The counselor has an obligation to keep the principal informed. Some principals want to know the names of the students the counselor is working with in individual and small group counseling; other do not. The counselor must work with the principal to learn of his/her expectations. It is suggested that the counselor meet periodically with the principal to keep him informed of the guidance program as it relates to the total instructional program.

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THE COUNSELOR AS COORDINATOR

Coordination is the process of relating all efforts for helping the child into a meaningful pattern.

It is a method of bringing into focus the school's total effort on the child's behalf, eliminating duplication of effort and insuring follow-through on decisions made and policies established.

This involves close working relationships between counselor, teacher, parents, and other school and community personnel significant in the life of the child.

Examples of coordinating efforts are:

1. Providing information about school and community resources available to parents and child in helping parents to use these resources as needed.
2. Identifying and facilitating referral of children with serious problems to school or community services.
3. Serving as case manager coordinating information from many sources, preparing material for use by appropriate persons or agencies, providing liaison with these persons or agencies as development occurs.

An example of coordinating efforts within a school system: A ten year old child (4th grade) having severe difficulty in reading. Reading on first grade level.

1. Counselor collects available information:
   Teacher observation
   Testing Data
   Cumulative school records
   Contacts home
   Schedules parent conference
2. Counselor seeks new information:
   Counsels with child
   Referral to school nurse for vision and hearing examination
   Referral to school psychometrist for evaluation of reading problems
3. Counselor collects new information from referrals:
   Schedules conference with school staff involved
   Reading teacher
   Homeroom teacher
   Psychometrist
   (Possibly nurse - speech therapist)
   Plan a program designed to help the child
   Schedule follow-up measures to evaluate new programs
   Counsel with parents
   Counsel with child

Example of coordinating efforts within an entire school community: Sixth grade boy getting into fights daily with other boys on playground, bus, in classroom.

Counselor:
- Counsels with boy
- Learns of recent divorce
- No father in home
- Counsels with mother
- Learns of her inability to cope with her new life
- Refers mother and son to family and children services (a community counseling agency)
- Maintains contact with counselor of referral agency serving as liaison between school and agency

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THE COUNSELOR AS EVALUATOR

The evaluation of the guidance program is a responsibility of the counselor. Evaluation of the total guidance program becomes a matter of accurate data collection once the needs assessment procedures and objective writing are completed. Evaluation is mandatory if the guidance program is to be modified in successive years in an attempt to continually meet students' needs.

FOLLOW-UP STUDIES

Follow-up studies are an integral part of the services provided by the guidance counselor. Studies concerning student achievement from one grade level to another or predictive data comparing students' sixth grade math grades and probable grades in algebra are examples. Simple studies can be conducted in order to provide teachers with information concerning the academic success of their students in successive elementary grades and in the middle school/junior high and high school.

INFORMAL ASSESSMENT

Informal assessment procedures including check lists and sociometric devices can be utilized in evaluating growth in students' self-awareness and changes in peer relationships. These sociometric techniques may be administered by the counselor or teacher in selected group guidance sessions. The counselor and teachers will then discuss this information and attempt to utilize it in making the school experience more meaningful for each child.

COUNSELOR LOGS

Every counselor has the responsibility for keeping an accurate daily log of his/her guidance functions. The daily logs are then compiled into a weekly log. A sample of a weekly log is included on the following page. These weekly logs should be shared with your principal. The counselor and principal will decide whether the counselor will compile the weekly logs into monthly, nine week, or semester logs. Of course a yearly compilation of the number of guidance functions engaged in by the counselor is necessary at the end of the school year.

The logs kept by the counselor do not evaluate the effectiveness of the guidance program. However, they do provide the counselor with information that may help in more effectively meeting the needs of parents, students, teachers and the administrator. For example, if the counselor finds that he/she has a large number of individual consultation sessions with parents concerning parent-child relationships, perhaps he/she would more effectively utilize time by forming a child study group. Or, if several teachers are seeking help from the counselor individually concerning children's behavior or implementing career awareness activities within their classroom then the counselor may wish to schedule an in-service seminar on the topic.

SAMPLE LOG - DESCRIPTION OF STUDENTS AND SCHOOL

4th, 5th and 6th Grades
Total Enrollment: 516
320 black students
196 white students

Staff: 20 teachers - 3 black - 17 white
1 Reading Coordinator
1 Elementary Counselor
1 Part-time Reading Clinician
1 Principal
1 Assistant Intern

358 Free Lunches
Large majority of AFDC Pupils
High rate of pupil mobility

Program: Semi-Departmentalized organization
Project Read - Reading Program
Computer Math Program

The counselor's log is a sampling of a daily schedule of activities for the month of February. February 1-28, 1973.

I feel that the counselor plays an important role in the meeting of the needs of the students at ___________ Elementary School. I also feel that the greatest needs of our school are listed below:

1. Self discipline
2. Academic achievement
3. Respecting the rights of others
4. Respecting rules of behavior
5. Higher self esteem and self concept
6. Handling feelings
7. Informed parents through information sharing

Materials used to work with students on the above needs are:

1. DUSO Kit - stories and records - used with groups and individuals
2. Random House Program for Elementary Guidance
3. American Guidance filmstrips
4. Films and filmstrips

During the month of February fourth grade student and parent conferences were held. Individual conference was held with each 4th grader and a review of his school record was explained to him. Weaknesses and strengths were pointed out along with achievement test scores. A letter was sent to each child's parent to come in to review child's progress. This method is used with 4th graders each year.

Summary of Conferences on Needs
for the Month of February, 1973

1. Self discipline - 83
2. Academic Achievement
   Self esteem - Positive attitude, positive self concept, self control, releasing feelings and tensions, motivation - 81
3. 4th Grade Pupil Conferences - 78
4. Parent Conferences - 60
5. Referrals to Visiting Counselor - 26
   Referrals to Reading Clinic - 3
   Referrals to Social Worker - 2
6. Respecting Rights of Others, Respecting Rules of Behavior - 22
7. Teacher Conferences - 17
8. Placements in EMH - 2
9. Case Conferences
   Parent, counselor, 9 staff members, Assistant Intern - 3

QUESTIONNAIRES

Some sample questionnaire forms that can be administered to parents, teachers, administrators and students are included in this chapter as a means of seeking input on their opinions of the elementary guidance program.

STUDENT SURVEY

1. I like to ask questions in class . . . . .yes no
2. School work is usually fun to do . . . . .yes no
3. Students help each other in this class . . . . .yes no
4. I usually understand the directions given in class . . . .yes no
5. My family does a lot of things together. . . . . .yes no
6. My family is proud of my school work . . . . .yes no
7. My family usually agrees on important matters. . . . . . .yes no
8. My family really cares about me. . . . . .yes no
9. I have several friends in this class. . . . . .yes no
10. Other students in my class think I have good ideas . . . .yes no
11. I like to help other students in my class. . . . . .yes no
12. Other students treat me fairly . . . . .yes no
13. I am hardly ever lonely at school. . . . . .yes no
14. I usually know the right answer in class . . . . .yes no
15. I usually get along with others in this class. . . . . . .yes no
16. I am usually happy that I am me. . . . . .yes no

STUDENT
SURVEY
TALLY
SHEET

	SCHOOL	FAMILY	OTHERS	SELF
INVOLVEMENT				
ACADEMIC				
COOPERATION				
CCEPTANCE				

C 43

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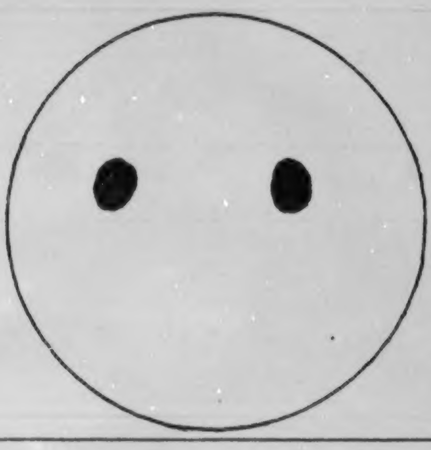
INSTRUCTIONS FOR PRIMARY LEVEL STUDENT SURVEY

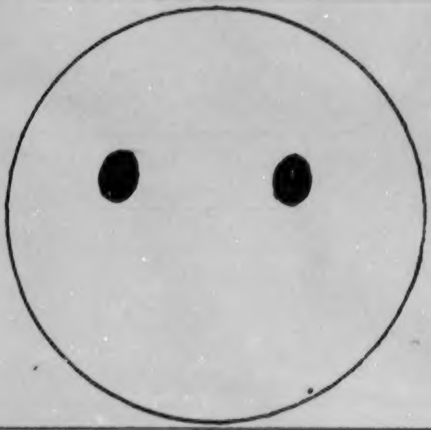
SCHOOL

1. I want you to think about school. How do you feel when you have to do something that is difficult? Do you feel that you can handle it? Do you try or do you give up without even trying? These are all feelings within us. Can you handle these feelings or do they make you feel bad? Draw me a picture to show how you feel about school.



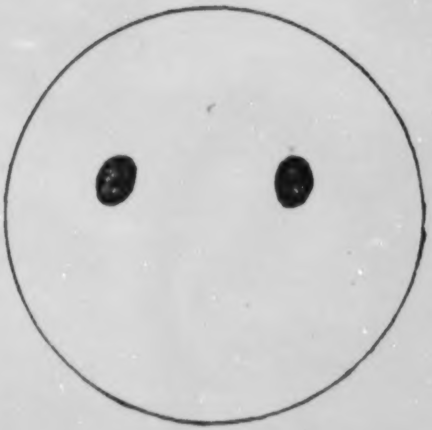
FAMILY RELATIONS

2. Think about your family and home. Perhaps you want to try harder to get along with your brothers and sisters; or maybe you feel you should help your parents more. Think about your home; then draw me a picture about the way it makes you feel.



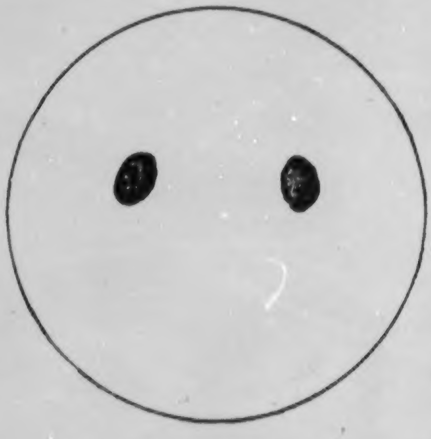
RELATIONSHIPS WITH OTHERS

3. If you have a good feeling about the way you get along with the other children, draw me a picture that shows that feeling. If you feel you need more friends or that you don't get along with others, draw a picucture of that feeling.



SELF

4. If you feel unhappy or feel that your friends can do things you can't do, draw a picture to show how it makes you feel. But if you feel good about yourself and you think you have learned to handle your feelings and get along well with others, draw a picture to show how that makes you feel.



TEACHER SURVEY

1. Listed below are several guidance areas of concern. Please indicate by numbering each item, the priority of this area in the guidance program.

____________Activities promoting career awareness.
____________Activities promoting clarification of values.
____________Activities promoting higher self-esteem.
____________Activities promoting more effective interpersonal skills.
____________Activities promoting understanding of self and others.
____________Activities promoting self-motivation.
____________Activities promoting optimal decision-making.
____________Other. Specify:________________________________

2. Identifying students with special needs is important, in order that experiences can be provided here at school that are needed as well as self-enhancing. Please indicate, by numbering each item, the priority of the following methods of assessment.

____________Achievement testing.
____________Scholastic aptitude testing.
____________Diagnostic testing.
____________Readiness testing.
____________Attitude Surveys.
____________Measurement of self-esteem.
____________Sociometric devices.
____________Interest inventories.
____________Observation/counselor.
____________Other. Specify:________________________________

3. Using the same method of identification, order the following list of services in respect to the time the counselor should spend on each of them.

____________Home visitation.
____________Individual counseling.
____________Group counseling.
____________Classroom guidance.
____________Parent conferences.
____________Testing.
____________Referring students to resources outside the school.
____________Inservice training for teachers in the guidance area.
____________Research and evaluation of the program.
____________Observation of students needing special help.
____________Other. Specify:________________________________

4. Probably you have already noticed some students with problems or behaviors that are detrimental to effective learning. Below is a list of problem areas. Specify numerically which items you have encountered in your group of students.

____________Poor attendance.
____________Tardiness.
____________Daydreaming.
____________Poor use of time.

_____________Poor grooming and/or uncleanliness.
_____________Excessive activity.
_____________Teasing.
_____________Bothering others.
_____________Hostility.
_____________Conflict with peers.
_____________Lack of independent study.
_____________Poor motivation.
_____________Family problems.
_____________Emotionally upset, crying, withdrawn, anxious.
_____________Fearful of adults.
_____________Lack of involvement with peers.
_____________Lack of self confidence.
_____________Tattling.
_____________Destructive with materials.
_____________Other. Specify:_________________________________

ELEMENTARY GUIDANCE AND COUNSELING EVALUATION FORM

PLEASE CHECK ONE (position of the person completing this questionnaire):
_____Administrator_____Principal______Teacher_______Counselor
Approximate number of children that you have referred this year_______

1. Does the Guidance Program facilitate the feeling of self worth of the child?
   Yes_____ No_____ Not Applicable_____
2. Does the Guidance Program identify and deal with individual differences in children?
   Yes_____ No_____ Not Applicable_____
3. Is the Guidance Program a helping agent in assisting the student to find his own answers to his individual problems?
   Yes_____ No_____ Not Applicable_____
4. Do I get adequate feedback from the counselor after testing?
   Yes_____ No_____ Not Applicable_____
5. Has the Guidance Program "Had a positive effect on the total school climate?
   Yes_____ No_____ Not Applicable_____
6. Has the counselor spent adequate time with you and or your grade level helping you understand the work they do?
   Yes_____ No_____ Not Applicable_____
7. Has the information gained from home visits made by the counselor been valuable to you?
   Yes_____ No_____ Not Applicable_____

Please list any suggestions that you have to strengthen our guidance program below:

____

____

____

Date:____________________

ELEMENTARY GUIDANCE AND COUNSELING
EVALUATION FORM

Date______________________

Dear____________________:

We need your help in evaluating our elementary guidance and counseling program in the ________ Public Schools. Please answer the questions below in regard to your child, ___________________________.

1. Do you feel the elementary guidance program has helped your child?
   Yes______ No______ Not Applicable______
2. Did you receive helpful information from the counselor concerning your child?
   Yes______ No______ Not Applicable______
3. Have you had ample opportunity to talk with the counselor regarding your child?
   Yes______ No______ Not Applicable______
4. List below any suggestions or comments you have regarding the elementary guidance program.
   ____
   ____
   ____
   ____
   ____
   ____

Thank you for filling out this evaluation and please return to your elementary school counselor in your home school.

ELEMENTARY GUIDANCE AND COUNSELING EVALUATION FORM
(FOR STUDENTS)

Date________________________

Dear________________________:

We need your help in evaluating our elementary guidance and counseling program in the ________ Public Schools. Please answer the questions the way you feel about each.

1. Has the counselor made me feel that I am an important person?

Yes______ No______ Doesn't Apply_______

2. Has the counselor been of help to me in assisting me to be able to make my own decisions?

Yes______ No______ Doesn't Apply_______

3. Has the counselor explained the tests to me so I may be able to do better in my school work?

Yes______ No______ Doesn't Apply_______

4. Has the counselor talked with me as often as I would like?

Yes______ No______ Doesn't Apply_______

5. Do I feel free to call on the counselor when I need to?

Yes______ No______ Doesn't Apply_______

6. List below ways that the counselor could have helped you more.

____

____

____

____

Thank you for filling out his evaluation. Please return to the counselor in your home school.

Yours truly,

Elementary Counselor

ACCOUNTABILITY

What are the objectives of your guidance program? Are your objectives stated so that change can be measured? If not, go back to your guidance committee for help in establishing measurable objectives.

A few methods that some counselors in the state are using in order to be accountable are:

1. Increase in regular attendance. School is a better place to be if less students are truant. Attendance records from one year to the next are used.
2. Increase in students' gradepoint averages. Grade point averages seem to be higher when teachers' sensitivity to the uniqueness of each child is increased. Grade point averages from one year to the next are used.
3. Decrease in teacher referral of behavior problems. As teachers become more aware of their own behavior as a catalyst in interactions with children, they have fewer behavior problems in their classrooms. Keep a record from one year to the next of referrals for behavior problems.
4. More positive attitudes of parents toward the school. Opinionnaires may be completed by parents to measure this. Also, records should be kept to denote increases in the number of positive phone calls and/or visits by parents to the school as compared to negative contacts. Are more parents volunteering to help in school projects and programs?
5. Less vandalism to the school. Are desks having to be refinished less frequently? Do the bathroom walls contain a fewer number of "cute sayings?" Are the school books being checked in the library and the classrooms in better shape?
6. Fewer number of fights before and after school and on the playground. If children are developing a greater awareness of themselves and an increased sensitivity to others, then there should be fewer fights.
7. Increase in number of self referrals. An increase in self referrals by students indicates that the counselor has been able to communicate to students a genuine caring for them as individuals.
8. Improvement in student understanding of self concept and career awareness. These can be measured by teacher-counselor ratings and self appraisal inventories.

Sample accountability materials include:

AFFECTIVITY ASSESSMENT RESULTS - School Year 1975-76

The following is representative of the students who were present for both the pre and post affectivity assessment.

Kindergarten - 59 students scored a gain
27 students scored a loss
14 students scored the same both times

There were 21 students who had a gain of four or more points.
There were 3 students who lost four or more points.

Primary 1 - 64 students scored a gain
25 students scored a loss
8 students scored the same both times

There were 25 students who had a gain of four or more points.
There were 3 students who lost four or more points.

Primary 2 - 56 students scored a gain
17 students scored a loss
14 students scored the same both times

There were 20 students who had a gain of four or more points.
There were 2 students who had losses of four or more points.

Primary 3 - 57 students scored a gain
15 students scored a loss
7 students scored the same both times

There were 14 students who had a gain of four or more points.
There were 2 students who had a loss of four or more points.

The above results are recorded as one indication of the effect of classroom group guidance sessions. All the many variables must also be kept in mind as the results are studied.

MONTHLY CLASSROOM GUIDANCE EVALUATION, 1975-76

Average monthly ratings of student response

Kindergarten - 9
Primary 1 - 9
Primary 2 -10
Primary 3 - 8
Special Classes - 8

Samples of Teacher Comments

...I can use DUSO's name as a good reminder for good behavior rules and discussion rules.
...I think you are doing a great job with them.
...I can see very good results. Students emjoy the lessons, and I can see a carry-over from the lessons in my students' attitudes.
...The student response is excellent. One who has never taken part in any class discussion all year took part in DUSO discussion.
...Students look forward to it and enjoy it.
...I feel with some more lessons, we will see more results.
...Self concept during DUSO time is better than other times.

...We try to reinforce lessons during the week. Gives me a springboard to work on manners, etc.
...The improvement I see is they raise their hands to talk.
...There was a missed session due to the test scheduling.
...Hopefully this will develop into a self-discipline reaction to situations that come up.
...It has helped them to remember one day of the week and look forward to it. They learned the songs. (TMR class)

GUIDANCE SERVICES PROVIDED, 1975-76 (Quantitative)

Classroom Group Guidance Sessions - 217

Individual Counseling
    Teacher or Parent Request - 15 boys, 79 sessions; 10 girls, 63 sessions.
    Self-referrals - 94

Individual Interviews - 44

Referrals to Extraschool Agencies - 8

Home Visits (attempted or completed) - 25

Workshops Attended - 2

Classroom Observation by Request - 3

Building Guidance Committee Meetings - 3

Testing
    Screening of all kindergarten students present in October, 1975
    Achievement tests for new students - 30
    Reading inventories - 10
    Make-up achievement tests (March, 1976) - 37
    Metropolitan Readiness Test for all kindergarten students present in May, 1976
    Wisc and/or Wppsi - 39
    Frostig Test of Visual Perception - 20

Parent-Counselor Consultations - 56

*Teacher-Counselor Consultations - 173

*Principal-Counselor Consultations - 77

*Counselor-Counselor Consultations - 52

*There were at least the number shown, but it is likely that there were more of each due to lack of recording.

It is realized that numbers do not necessarily represent quality in the guidance program, but the numbers are one indicator of progress.

TEACHER PRE-EVALUATION
OF
GUIDANCE SERVICES

Rate the following aspects of the guidance program which you think you would find beneficial to you and your student.

Never would use	Might use	Probably would use	Definitely would use	Already use at present	
			9	3	Counselor-conducted classroom group guidance
		1	4	8	Consultation with counselor
			7	7	Individual counseling service to students
		1	9	3	Small group guidance service to students
	1	1	4	6	Referral to extraschool agencies
	1	1	5	6	Placement assistance
		1	5	7	Testing and interpretation of tests
	1		8	4	Arrangement of conference opportunities with parents
	1		8	4	Assistance with absenteeism
	3	1	6	3	Assistance with adjustment of new students to school setting and procedures
1	2	3	4	3	Assistance with providing material in specific content areas

PRE-EVALUATION OF GUIDANCE SERVICES

I am happy that the guidance program is...
...available and making good progress in our school.
...now being carried out with our primary children.
...nearly in motion.
...available.
...getting underway and working more with the children.
...underway.
...getting organized and now being available for the classroom students.
...working with each child in group guidance activities. It will help the child's behavior.
...so available.
...in our lower grades more, and will include the teacher as well as the whole student body.
...beginning here.
...so well organized and getting at the problems of children.
...including kindergarten and working more along the prevention line.
...going to help build the self concept of the child.
...expanding to include all children instead of just a few.

I wish the guidance program would include...

...IQ testing program for first graders.
...no answer.
...it is a comprehensive program as it is set up.
...I believe we have included what we need--may see other needs later.
...parent conference time for any child meeting with counselor as an individual.
...some small group sessions with playground troublemakers--ones that are constantly in trouble.
...if the guidance program includes everything on the following page, that pretty well covers it.
...more individual assistance with children who have special problems.
...no answer.
...no answer.
...just what it does at this point.
...more help for students with LD or other problems when they must remain in the regular class.
...no answer.
...no answer.
...counseling for students with academic problems as well as behavior problems.

I think the counselor should know...

...what is expected of her and how best to help all of us who need help.
...how much we appreciate her hard work, sweet cooperative spirit, and fine example of good planning and organization.
...no answer.
...no answer.
...that the staff welcomes her help and guidance.
...that I will help any way I can and in whatever way she wishes.
...how to conduct classroom sessions and all the things mentioned on the following pages.
...the particular needs of children.
...no answer.
...how much I appreciate the help my students have already received from her.
...about classroom or pupil problems before she comes for weekly sessions.
...no answer.
...how much she is appreciated.
...personally the children in the special classes.
...the children who have no behavior or academic problems and give them special recognition.

The advantage of having a school guidance committee...

...that these people can serve as a link between the teachers and the counselor. Can supplement the guidance work.
...that all buildings and levels can work together to help all children.
...coordinate guidance between classroom teacher and counselor, work out goals, programs, etc.
...that we are able to channel our needs to her in an organized manner.
...making our program more efficient.
...that people may feel a little more comfortable about making suggestions or complaints.
...for making important decisions.
...to have continuity in our school.
...no answer.

...getting to the counselor about a problem when it starts and having her have help in some problems from those who deal with the students.
...that they are sometimes in a better position to keep in touch with the faculty.
...no answer.
...the bringing together of the total program for a better program.
...no answer.
...it tries to reach all children.

The greatest block to effective guidance in our school is...
...we do not have enough professional testing by a psychologist.
...if any, lack of space. Counselor shouldn't have to share office for classes, etc.
...a child's environment.
...not really a block now unless it would be having to stay within a certain time limit.
...the time element and fact that counselor has to go from building to building.
...each student has too many teachers and classrooms and has to make too many adjustments during a day.
...our classroom schedule (needs to be whatever time is needed).
...the time schedule of many subjects in the curriculum.
...negative attitudes and failure of classroom teachers to take advantage of the program.
...time, but knowing Betty, I'm sure she will make the time when she is needed.
...no answer.
...sufficient classroom facilities and teachers for students (after being spotted as students with learning problems)
...time.
...in the past no communication between teacher and counselor, no follow through with suggestions or recommendations.
...the lack of reinforcement at home.

That block can be eliminated by...
...getting a professional psychologist to visit our school on certain days to work with our children through the teacher and counselor.
...more building space.
...no answer.
...no answer.
...no answer.
...trying self-contained classrooms.
...?
...re-scheduling.
...change of attitude and full use of guidance program.
...no answer.
...no answer.
...having more special classrooms and facilities to work with the students with learning problems.
...I don't know.
...no answer.
...educating the parents to the value of the guidance program.

The ways in which students can benefit from a guidance program are...

...students can be placed where he can achieve and be happy. The emotionally handicapped can be helped. If a child needs special help he can have it. It helps each child to achieve his highest potentialities.

...involving each pupil through classroom group guidance, individual counseling, if needed, etc.

...participate in DUSO activities.

...varied. (1) Benefit from discussion groups. (2) Learn to express feelings. (3) Learn I'm okay, you're okay. (4) Freer to discuss personal problems.

...vast. If those from lower socio-economic levels could change their self concept a little, it will have done an excellent job.

...just knowing that somebody cares, having a counselor to talk to; group activities; made to feel more comfortable with their feelings.

...having an excellent counselor and I think that is what we are going to have at School A.

...that each child will have a better self concept and be able to appreciate his own self-worth.

...proper placement and better understanding of self.

...personal help, teacher reinforcement of counselor, help with parent's understanding.

...learning that there are others who have some problems too, opening up a bit or learning to take their allotted time.

...a greater awareness of themselves, understanding their capabilities and limitations as a unique individual, helping students cope with their problems.

...better self concept, better or higher values, discovery of problems, someone to talk to, better placement.

...no answer.

...the learning of good habits and values, plus individual attention to those who need it.

TEACHER POST-EVALUATION OF GUIDANCE SERVICES - 1975-76

To me, guidance services in elementary school means...

...guiding the children to have a good self concept and ultimately will help them get along with others better. Also means screening.

...no answer.

...getting each child involved.

...that children can receive more individual help with their personal problems.

...teaching a child to understand himself and others a little better.

...building better relations between a child, his teachers and his peers.

...personal attention to children who are insecure or who do not get personal attention elsewhere.

...having a qualified person to guide all connected with the school in any way--help place pupils--testing--individual counseling.

...giving students a more positive self concept, administering achievement tests to new students, helping teacher place new

students, kindergarten screening, looking into habitual absenteeism, counsel students, resource for teachers.
...personal attention for students who need services that are offered, testing, problem children.
...one more opportunity to provide a feeling of success for every child.
...helping children have positive feelings toward self, and to understand self--working with individual student problems or situations.
...meeting individual needs as well as group needs of our children as to self-worth, acceptance, understanding of others, kindness, etc.
...group guidance--testing assistance.

I am happy that the guidance program is...
...including kindergarten.
...working so well in our area.
...in our school. In my room I could see some good results.
...available for the primary child so their problems can be solved before too late.
...off to a good start and will be even better next year.
...focusing on a preventive approach rather than waiting for problems to develop.
...offered in our school system.
...coming along so well.
...instituting lessons in the room and has caused my students to think from more than once point of view.
...in full force. I think we have a superior counselor.
...proving effective in behavioral changes.
...here.
...functioning in a fine way and helping to meet the needs of our primary children.
...underway.

I wish the guidance program would include...
...more time for kindergarten.
...no answer.
...nothing more.
...more individual help for children.
...more time for the counselor to visit with individual children.
...more opportunities for the children to express themselves orally.
...no answer.
...IQ testing in kindergarten or grade one.
...no answer.
...I think the one we have covers about everything we would want.
...lessons on how actions affect others; consideration and conern for others.
...no answer.
...no answer.
...right now I am satisfied with what we are already accomplishing.

I think the counselor should know...
...we appreciate all the help and also how much the children love DUSO.
...how much I appreicate her help.
...that she is doing a great job.
...the personal problems of children.

...she has done a very good job for the first year of counseling.
...that the children are deeply affected by everything she and DUSO say and do.
...as much as possible about individuals that have more or personal problems that other children don't have.
...no answer.
...no answer.
...she has done an excellent job this year and I want to thank her for her helping me on several occasions.
...of any serious personal problems a child may have.
...she does a very good job.
...that I want to cooperate in every way I can to assist in the guidance program.
...about students' individual problems.

The advantage of having a school guidance committee is...
...finding out about children's problems earlier so we can remediate with better results.
...in having more opinions and feedback in the different areas.
...getting input from all levels and from some who might not talk with the counselor.
...to assist teachers in helping children function more effectively.
...getting input from several sources and makes for better communication.
...they are able to seriously study and keep up with all new developments in elementary guidance.
...is to discuss problems that are in each building concerning children and to try and find a solution to eliminate as many as possible.
...that they are a sort of "go-between" between teachers and counselors.
...I am not that familiar with the committee duties so do not feel qualified to answer other than to say guidelines are necessary to provide a successful program.
...for making rules and regulations.
...that it provides liaison between classroom and counselor.
...teacher input into program and cooperation of counselor and teachers.
...to keep our building informed as to the program and to assist the counselor in plans and decisions--scheduling, etc.
...communication between counselor and rest of staff.

The greatest block to effective guidance in our school is...
...time.
...if any, lack of time.
...I think we do have effective guidance.
...time.
...not enough time to do everything that we know would help. Too many activities have to be worked around.
...a lack of understanding and reinforcement from the parents.
...not enough time with students.
...I feel it is very effective.
...misunderstandings as to its purpose.
...having to end the classroom sessions in 30 minutes.
...community lack of understanding of school problems and the overall program of guidance.
...home influences of children.

...we don't really have any blocks in our school as I see it. I suppose we do have some trouble scheduling around music and P.E.

...?

That block can be eliminated by...

...rearranging schedule some.

...no answer.

...no answer.

...no answer.

...possibly rearrangement of other activities could help.

...having interested parties attend meetings and classroom sessions, showing how the program works.

...don't know.

...no answer.

...trying to convey the goals of guidance.

...maybe making the sessions 10-15 minutes longer.

...more public information and comments by teachers to parents, positively reinforcing the program.

...no answer.

...no answer.

...no answer.

The ways in which students can benefit from a guidance program are...

...regular use of group guidance programs, follow-up after testing for referrals and remediation, etc.

...many and varied. Some of the most withdrawn children have been given extra time. Problem children have someone they can talk with. A better self-concept all the way around.

...be drawn into becoming involved in a group and feeling what they have to say is important.

...to help children have a better self concept and feel worthwhile in everything attempted.

...To know someone cares is a great help. Talking about problems, help with tests and group activities also help.

...better self image, realization they are not alone in their feelings, and a desire to improve their actions; thus, building better relationships with themselves and others.

...achieve attitude of self concept, learn how to get along with others and social acceptability.

...placement, better understanding of themselves and others, testing, individual counseling, kept in school if neglected in the school.

...being placed in a more correct ability group, be more open about their approach to situations, find at times what motivates them.

...an excellent guidance counselor, building on subjects from one week to the next, a time for student-counselor conversation.

...learning about their own feelings and finding out some of these feelings are okay.

...overcome inadequate feelings, develop new attitudes and/or values, understand others better, testing helps determine where child functions best.

...for teachers to follow-up on concepts presented during DUSO time. Ideas and concepts can be carried over into daily routine and classes.

...guiding thoughts toward self concept. Individuals' problems can be discussed.

TEACHER POST-EVALUATION OF GUIDANCE SERVICES - 1975-76

Rate by checking the following aspects of the guidance program which you found beneficial to you and your students.

Never did or would use	Might use in future	Used somewhat	Definitely did use	
			14	Counselor-conducted classroom group guidance
		4	10	Consultation with counselor
	2	4	7	Individual counseling service to students
1	10		3	Small group guidance service to students
3	4	1	6	Referral to extraschool agencies
1	1	2	10	Placement assistance
	1		13	Testing and interpretation of tests
2	6	2	4	Arrangement of conference opportunities with parents
2	4	1	7	Assistance with absenteeism
1	6	3	4	Assistance with adjustment of new students
1	4	3	6	Assistance with providing material in specific content areas

REFERENCES

Dobson, J.E. The Counselor as Evaluator. Mimeo. Applied Behavioral Studies in Education, Oklahoma State Unviersity, 1976.

Counselor Forms were contributed by various elementary school counselors throughout the state. A very special thanks to:

Ms. Jo Dean Brown	Elementary Counselor, 4-7
Ms. Betty Smith	Elementary Counselor, K-3 Seminole Public Schools
Dr. Areta Heard	Elementary Counselor, K-6 Latta Public Schools

SAMPLE PROGRAMS

A GUIDANCE PROGRAM - FIRST YEAR (1974-75)

The guidance program that I work with is based on the assumption that self-esteem and self-confidence are so basic to a child's learning to read and spell that equal emphasis should be placed on affective development and cognitive development.

My main function as an elementary guidance coordinator is to work with teachers to implement a daily guidance experience into the curriculum. This first year, we have focused on the Kindergarten and First Grades. In the coming year, we plan to include more grades into the program. I work with the teachers by collecting guidance materials dealing with identifiable problems in the classrooms. The teacher and I may work simultaneously with small groups in guidance experiences. To add variety, I go into the classrooms a couple of days a week to meet with the class as a total group. Another function that I perform as a guidance coordinator is to serve as a sounding board for teachers to talk over the best possible methods to use when dealing with certain children. I also function as a counselor for individual children throughout the school. However, crisis counseling is conducted on a limited basis. Both large and small group guidance activities are conducted in the intermediate grades by either myself or the teachers.

This type of guidance approach is for the benefit of all children, wit emphasis on K-1 this first year. It is not limited to certain children with identifiable needs or children of specific racial or socio-economic backgrounds. When integrating guidance activities into the daily curriculum, the interests, needs and goals of the teachers should be included when developing the structure of the program (i.e., time scheduling, use of materials, use of personnel and equipment.)

A most rewarding part of my first year as a guidance coordinator has been watching the children grow in the awareness of their place in relationships with other people. Being able to share feelings, wants and expectations has helped them see that people are similar but still different in many ways. Helping them accept themselves as well as others is a big step forward in the development of their self-esteem.

DAILY LOG

9:00 - 9:30	2nd grade--work with small group of children
9:30 - 9:45	1st grade--guidance activity
9:30 -10:10	Kindergarten--guidance activity
10:30	Set up conference for testing evaluation
10:40 -11:20	5th grade Magic Circle (2 groups of children)
12:00	Individual Conference

1:15 - 1:30	1st grade--guidance activity
2:00 - 2:20	Kindergarten--guidance activity
2:45 - 3:00	6th grade--guidance acitivity
3:00 - 3:15	1st grade--guidance activity
3:27 - 3:40	work with special education children when they come back from their school to catch the bus home in the afternoon

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A YEAR AS AN ELEMENTARY COUNSELOR (1974-75)

I. Orientation

The first week of school I spent the time getting acquainted with the staff and explaining my role. I also asked each teacher for any suggestion that they could contribute to add to the guidance program that I may have overlooked. The following week I began to conduct an introductory session in each classroom.

II. Techniques

The methods most frequently used in working with children were Individual, Group, and Play Media.

INDIVIDUAL COUNSELING: John needed someone to talk to in a confidential setting.

GROUP COUNSELING: A group of third graders learned to relate with one another more effectively, to express their feelings, and discuss personal issues.

PLAY MEDIA: Through play media, Phillip overcame his shyness in the classroom.

III. Specific Functions

COUNSELING SERVICES: The major emphasis was focused upon individual and group processes of establishing a positive relationship for the counselee to explore his thoughts and feelings in order to arrive at his decision.

TEACHER CONSULTATIONS: Without the cooperation and efforts of teachers, principals, and parents, the elementary counseling program would be most ineffective. The counselor and teacher share specific or general concerns about various aspects of working with the children. The teacher also supplies the counselor with information about a child or children relevant to the counselor's work in given cases. The teacher and counselor share a common goal--that of assisting children in the growth and development process.

ORINETATION SERVICE: Assist the child in overcoming problems as a result of change in environment.

TESTING SERVICE: The testing function was not the responsibility of the Title IV counselor. The counselor aided in interpreting test results.

PARENT CONFERENCES: Home visits were made in order to gain better understanding of the child's unique needs. Emphasis was placed upon clarification of school function and its influence on their child. With parent consultation and cooperation, the guidance and counseling process was able to assist the child with better understanding.

IV. Activities

ART: In using art as a medium, the children not only explore creative experiences, but art also provides for an opportunity to enhance awareness and self discovery through the use of the self expression activity.

COMMERCIAL LEARNING ACTIVITIES: With the aid of various commercial activity aids, values, role playing, and audio visual were used to conduct guidance sessions in the classroom by the counselor as well as the teacher.

V. Guidance Principles

Emphasizing on Strengths Rather than Weaknesses
Assisting the Child in Understanding
Accepting and Improving Himself
Emphasizing Choice-Making and Planning
Establishing Goals

DAY IN THE LIFE OF AN ELEMENTARY COUNSELOR (1974-75)

At 8:00 I enter the office - a parent is waiting for a conference. She works all day in a nearby city and this is the only time she has to discuss her child's problems. At about 9:00 I check my box for new referrals, I check with the secretary for phone calls, or other new developments since I was at this school three days before. I see that the principal is in his office alone. I drop in to check with him on several cases which we have discussed in the previous weeks--ask about a bus situation for a second grade boy. He has been coming home crying each evening because some bigger boys tease him on the bus.

The principal hands me a folder on a new arrival. This is a fourth grade boy who was placed in a special class. He has just transferred in from another city. The information in the folder is not adequate to determine either his achievement level or what kind of class he has been attending.

At 9:30 I return to my office since I have a standing appointment with two second grade boys. Both have social and emotional difficulties stemming from family situations. I have previously evaluated both boys and held conferences with their teachers and parents. Also, I have been given support of both parents and teachers to work with these boys in a counseling situation.

We read an adventure story and then discuss what has been happening to the boys at school. At 10:30 the boys return to their respective classrooms.

At this time I find the new student and have a short get-acquainted meeting with him--telling him I will want to get together with him again--soon in the future.

At 10:45 I start to look up the next referral but I am called to the phone. This parent is upset over the failing slip she received for a fifth grade girl. She wants me to see if I can talk with the teachers; also, she asks for counseling for the child. I tell her I will return her call as soon as I can work this out.

11:15--I go to lunch early this day as I have a 12:30 appointment with a parent of a kindergarten child. This conference was set up the week before. At 12:30 both parents arrive. They are concerned that their child will not be ready for the first grade. This conference continues until 1:45--really longer than I had allowed for--but seemed necessary as the parents wanted to stay.

At 1:45 I must take a few minutes to re-arrange the afternoon schedule. I now did not have time for a full evaluation of a third grade boy I had planned to do. Instead, at 2:00 I went to the kindergarten and took a girl that the teacher thought could read. She had referred this student two weeks before for a reading test to see if we could determine the child's reading level. Following working with the child, I found the child to be pre-primer level.

At 2:30 I saw one of my standing appointments--a sixth grade girl who has social problems with peers.

At 3:30 I had a conference with a kindergarten teacher on reading evaluation, made several calls to parents, and set up conferences for the next time I would be at this school. I then made notations in my daily log and visited with a number of teachers regarding students.

By 4:00 I had packed up my gear and headed for a home visit with a mother who was confined to her home with several small children.

The next morning I would start over again--at a different school. There would be many similar problems but the day would proceed in an entirely different manner.

GOALS AND OBJECTIVES

I. Goals and objectives for guidance at ________ Elementary School this year:
   1. Respect for own behavior and respect for the rights of others.
   2. Acceptance of teachers and improved attitude towards them.
   3. Better self-image to develop positive mental health.
   4. Provide information for parents for better understanding of the child academically, socially and emotionally.
   5. Better understanding of the child to the teacher and provide more information to help work better with the child.
   6. Identification of pupils who need special help.
   7. Orientation for new students and transfer students to give feeling of security in new situation.

II. Activities to reach these goals:
   1. Classroom guidance.
   2. Individual and group guidance. (Random House Guidance Series, Ojemann)
   3. Role-playing, reacting behavior.
   4. Organization of student council.
   5. Parent conferences and correspondence with parent
   6. Referrals for testing, nurse, Mental Health, visiting counselor and Reading Clinic
   7. Placement in EMH classes.
   8. Verbal reward for modification of behavior.
   9. Sixth Grade orientation program, films, discussion groups, visits to feeder junior high
   10. Visit to Juvenile Bureau of the District Court and City Jail.

III. Outcomes that have been observable:
1. Fewer fights due to agitators
2. Better teacher-child relationship
3. Children show more evidence of self-confidence, grades have improved, more honor roll students, 91 students first quarter, 142 second quarter honor roll.
4. More parent conferences concerning test results, placements and conferences with psychologist
5. A greater number of conferences with parents concerning ways to best help the child and better understand his behavior
6. More teacher conferences regarding information to help understand the child
7. Children have less fear when coming to new school and less friction than previously

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ELEMENTARY GUIDANCE PROGRAM

Statement of Goals and Objectives 1975-76

1.0 Goal

To develop self-understanding and understanding of others.

1.1 Objective

By the end of the 1975-76 school year randomly-selected school children will demonstrate an understanding of their own behavior as determined by an open ended instrument designed to assess what they would do in a given situation and why they would do this particular thing.

1.2 Objective

By the end of the 1975-76 school year randomly-selected elementary school children will demonstrate an understanding of their feelings as determined by an open ended instrument designed to assess how they would feel in a given situation, and in addition why they would feel this way.

2.0 Goal

To develop self-motivation by focusing on personal values and decision making skills.

2.1 Objective

By the end of the 1975-76 school year children will demonstrate a mean increase in effective study skills as determined by contrasting their 1st and 4th quarter report card ratings in the areas of attitude towards school work and group participation.

2.2 Objective

During the 1975-76 school term, all elementary school children will be given the opportunity to examine their personal planned values and how to make responsible choices through various planned experiences.

3.0 Goal

To develop higher self-esteem.

3.1 Objective

Prior to completion of the 1975-76 school term elementary school students will demonstrate progress toward achieving more positive self concept as determined by a pre-post survey instrument.

3.2 Objective

Prior, to May 1, 1976, 1st through 3rd grade students will improve their participation in group discussions as previously observed by teacher and counselor in November, 1975.

DESCRIPTION OF GUIDANCE ACTIVITIES

Counseling:

1. All students will attend weekly classroom guidance sessions during which pre-planned activities will be presented by the counselor in conjunction with the teacher to promote personal growth in the areas stated in the preceding objectives.
2. A majority of students will attend weekly group counseling sessions in which developmental, as well as remedial, problems will be discussed.
3. A minority of students will attend individual counseling sessions in which understanding one's own behavior will be emphasized.

Consultation:

1. All teachers will be given additional information, via a guidance gram concerning child study techniques and devices, concepts pertinent to children's behavior, and/or additional exercises focusing on personal learning appropriate for use in the elementary classroom.
2. The counselor will hold frequent, unscheduled conferences with teachers and other school personnel, parents and social service representatives for the purpose of consulting with others about students needs and behavior.

Coordination:

1. The counselor will coordinate the guidance program by being responsible for its implementation, intercommunication and evaluation.
2. The counselor will be instrumental in guidance activities of a general nature such as: guidance bulletin boards, testing, special programs, and social services.

INITIAL GUIDANCE COMMITTEE DECISIONS FOR NEW PROGRAM DIRECTION

1. Guidance program guidelines
    - A. Understand and accept self.
    - B. Develop an understanding of feelings.
    - C. Understand and accept others.
    - D. Develop independence and an understanding of its responsibilities.
    - E. Understand goals and purposeful behavior.
    - F. Develop an understanding of mastery competence and resourcefulness.
    - G. Understand emotional security.
    - H. Develop ability to make choices and an understanding of their consequences.
    - I. Develop a respect for authority.
    - J. Generate a career awareness.
2. Teacher's Concepts of Counselor Responsibilities
3. Classroom Guidance Activities
    Time blocks - 25 minutes
    Teacher Involvement - Remain in classroom; reinforcement during week
    Materials to use - to be scheduled
4. Staff Orientation
    When - Wednesday, January 7, at 2 p.m.
    Demonstration of classroom guidance materials; demonstration of "Sharing Circle"; explanation of program details; discussion - "Role of the Teacher in Classroom Guidance"

5. Student Orientation
   When - After staff orientation
   Use puppets and self-referral boxes.
6. Parent Orientation
   Use newsletter, schoolwide guidance committee pamphlet, answering questions of parents asked due to child's comments.
7. Evaluatjon
   Short range - End of 9 weeks, use parts of Affectivity Assessment covered.
   Long range - Pre and post evaluation by staff using rating scale for services and open-ended sentences.
   Pre and post student evaluation using Affectivity Assessment.
8. Special Project Suggestions
9. Individual Visitations
   Done on planned basis between teacher and counselor.
10. Decision of Regular Meeting Time
11. Type of Counselor Schedule
    Time blocks
12. Transition from K to P-1 and from P-3 to 4th
13. Schoolwide committee
    Representative from each grade and special areas.

Responsibilities of Elementary Counselor
Schools A & B (see #2 above)

I. To provide service to all students.
   A. Provide regular classroom guidance activities.
   B. Provide small group guidance activities.
   C. Provide individual counseling for students with repeated behavior problems.
   D. Provide individual visitations beginning at kindergarten level.
   E. Assist in acquainting new students with school setting and procedures.

II. To provide services for staff.
   A. Plan for orientation of teachers to guidance services.
   B. Provide consultative services to teachers concerning student-related situations.
   C. Assist with placement of students in proper classes when necessary.
   D. Arrange conference opportunities with parents when necessary.
   E. Conduct necessary testing and screening, or to see that such is done.
   F. Interpret test results and other student data.
   G. Assist in providing career awareness and drug education materials, as well as materials in other specific content areas.

III. To provide services to administrators.
   A. Provide planned schedule of work.
   B. Inform about current guidance activities.
   C. Report results of guidance evaluation instruments.
   D. Assist with curriculum evaluation.
   E. Contact and encourage families of absentees.
   F. Interpret necessary student information.

IV. To work with parents.
    A. Provide parents with information concerning guidance services and other school programs.
    B. Consult with parents when help is needed for their individual child.
    C. Interpret test results and other student data.
    D. Arrange conference opportunities with teachers and/or counselor.
    E. Refer students to extraschool agencies when necessary.

V. To provide liaison services with community.
    A. Use and promote community resources designed to meet students' needs.
    B. To initiate contacts with extraschool professionals for referral purposes.
    C. Take advantage of opportunities to inform public about elementary guidance program through news media, etc.

VI. To be a professional service.
    A. Uphold ethical standards of APGA*
    B. Serve on local building and schoolwide guidance committees.
    C. Evaluate guidance services with short and long range instruments.
    D. Work with intermediate elementary counselor to provide continuous guidance services.
    E. Belong to professional guidance and counseling organizations.
    F. Attend seminars, conferences, workshops, and professional courses to keep up with current trends and changes.

*APGA stands for American Personnel and Guidance Association.

REFERENCES

Sample Programs and Goals and Objectives were contributed by various elementary school counselors throughout the state. A very special thanks to:

Mr. Curtis Billy	Elementary Counselor Broken Bow Public Schools
Ms. Jo Dean Brown	Elementary Counselor, 4-7 Seminole Public Schools
Dr. Areta Heard	Elementary Counselor, K-6 Latta Public Schools
Ms. Judy Moses	Elementary Counselor Midwest City Public Schools
Ms. Betty Smith	Elementary Counselor, K-3 Seminole Public Schools

ADDITIONAL SAMPLE FORMS

COUNSELOR'S WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					

COUNSELOR'S SCHEDULE
K-3
SELF-CONTAINED

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	Teacher-Counselor Consultation	Teacher-Counselor Consultation	Teacher-Counselor Consultation	Teacher-Counselor Consultation	Teacher-Counselor Consultation
9:00	Individual Counseling	Classroom Guidance (J) 9:00-9:25	Classroom Guidance (L) 9:10-9:35	Individual Counseling	Individual Counseling and Interviews
9:30	Classroom Guidance (R) 9:35-10:00	Testing	Small Group Guidance	Small Group Counseling	
10:00	Individual Counseling and Interviews				Record Keeping
10:30		Classroom Guidance (S) 10:45-11:10	Classroom Guidance (LE) 10:35-11:00	Classroom Guidance (K) 10:45-11:10	Classroom Guidance (S) 10:35-11;00
11:00		School B to School A	Guidance Center Referrals	School B to School A	Planning
11:30	Cafeteria Duty 11:25-12:05	Lunch	Cafeteria Duty 11:25-12:05	Lunch	Cafeteria Duty 11:25-12:05
12:00	Lunch	Individual Interviews	Classroom Guidance (H) 12:10-12:35	Individual Interviews	Individual Counseling and Interviews
12:30	School A to School B Classroom Guidance (M)12:45-1:10	Classroom Guidance (L) 12:30-12:55	Lunch	Classroom Guidance (B) 12:30-12:55	
1:00	Individual Counseling	Collection of Curriculum Materials	Correspondence	Consultation with Building Principal	Lunch
2:00	Classroom Guidance (K) 1:45-2:10	Classroom Guidance (RY) 1:40-2:05	Classroom Guidance (C) 1:40-2:05	Classroom Guidance (Mc) 1:40-2:05	Check on Absentees Via Phone and/or Home Visits
2:30	Testing	Testing	Individual Interviews	Individual Interviews	
3:00	Classroom Guidance (S)2:45-3:10		Classroom Guidance (H) 2:30-2:55	Classroom Guidance (W) 2:30-2:55	Classroom Guidance (S) 2:30-2:55
3:30	Individual Interviews		Small Group Guidance	Counselor-Counselor Consultations	Weekly Evaluation

School B - Monday P.M.: Tuesday and Thursday A.M.
School A - Remainder of Week

Counselors' Weekly Time Allotments
30 Hours In-School; 10 Hours Out-Of-School

In-School 30 Hours/Week 6 Hours/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Miscellaneous	Facilitation	Facilitation	Facilitation	Miscellaneous
9:00-10:00	On Call	On Call	½ On Call ½ Miscellaneous	On Call	On Call
10:00-11:00	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based
11:00-12:00	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based
1:00-2:00	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based	Curriculum Based
2:00-3:00	Consultation	Consultation	Consultation	Consultation	Consultation
Out-Of-School 10 Hours/Week 2 Hours/Day	Community Contacts for Resource File	Guidance Staff Meeting	Community Contacts for Classroom Visitation and On-Site Visit Program	Preparation for Special Programs	Personal Research
	Administrative and/or Staff Meetings	Teacher Groups	Community Contacts for Classroom Visitation and On-Site Visit Program	Staff Meeting for Individual Advisement Programs	Parent Groups

ELEMENTARY COUNSELOR'S SCHEDULE

Grades 4-7

Departmentalized

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 9:45	Group - 7th Grade (F)1st Hr. Classroom Guidance	Office Attendance Check Enrollment	Office Attendance Check Enrollment	Office Attendance Check Enrollment	Office Attendance Check Enrollment
9:45 10:30	Teacher or Parent Counseling by Arrangement	Group - 7th Grade (F) 2nd Hr. Classroom Guidance	Small Group Guidance or Counseling	Special Ed. (T) Classroom Guidance	Teacher or Parent Counseling by Arrangement
10:40 11:10	4th Grade (G) Classroom Guidance	4th Grade (C) Classroom Guidance	4th Grade (B) Classroom Guidance	4th Grade (Br) Classroom Guidance	4th Grade (H) Classroom Guidance
11:15 11:45	4th Grade Individual Student Counseling by Arrangement	5th Grade Individual Student Counseling by Arrangement	7th Grade (F) 3rd Hr. Classroom Guidance	6th Grade Individual Student Counseling by Arrangement	7th Grade Individual Student Counseling by Arrangement
12:05 12:45	5th Grade (P) Classroom Guidance	5th Grade (W) Classroom Guidance	5th Grade (Fl) Classroom Guidance	5th Grade (A) Classroom Guidance	5th Grade (L) Classroom Guidance
12:45 1:30	6th Grade (R) Classroom Guidance	6th Grade (Wd) Classroom Guidance	6th Grade (L) Classroom Guidance	6th Grade (Cr) Classroom Guidance	6th Grade (E) Classroom Guidance
1:30 2:00	Small Group & Guidance	Small Group & Guidance	Individual Testing and Counseling	7th Grade (D) 4th Hr. Classroom Guidance	Planning
2:00 2:30	Conference with Principal	Small Group & Guidance		Conference with Principal	7th Grade (F) 5th Hr. Classroom Guidance
2:30 3:15	Counseling of Individual Students Self-Referral	Small Group Counseling		Counseling of Individual Students Self-Referral	Record Keeping

COUNSELOR SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:22 Student Conferences & Teacher Referrals	9:00-9:22 Referrals & Student Conferences	9:00-9:22 Student Conferences & Teacher Referral	9:00-9:22 Student Conferences, & Teacher Referrals	9:00-10:26 Compile & Evaluate the weeks Guidance Activities
9:22-9:54 Classroom Guidance	9:22-9:54 Group Guidance 6-1*	9:22-9:54 Group Guidance 5-10*	9:22-9:54 Group Guidance 4-12*	10:26-10:58 Individual Counseling
9:54-10:26 Group Guidance 6-4*	9:54-10:26 Group Guidance 6-2*	9:54-10:26 Group Guidance 5-8*	9:54-10:26 Group Guidance 5-8*	10:58-11:30 Individual Counseling
10:26-11:30 Student Conferences, Conference with Visiting Counselor, Service Coordinator	10:26-10:58 Classroom Guidance	10:26-10:58 Group Guidance 4-1*	10:26-10:58 Group Guidance 6-4*	11:30-12:52 Lunch, Cafeteria, Hall & Yard Observation
11:30-12:52 Lunch, Cafeteria, Hall & Yard Observation	10:58-11:30 Referrals from Teachers & Student Conferences	10:58-11:30 Referrals & Student Conferences	10:58-11:30 Student Conferences & Referrals	12:52-1:24 Referrals & Student Conferences
12:52-1:24 Referrals & Student Conferences	11:30-12:52 Lunch, Cafeteria, Hall & Yard Observation	11:30-12:52 Lunch, Cafeteria, Hall & Yard Observation	11:30-12:52 Lunch, Cafeteria, Hall & Yard Observation	1:24-1:56 Group Guidance*
1:24-1:56 Group Guidance 6-1*	12:52-1:24 Teacher Referrals & Student Conferences	12:52-1:24 Referrals & Student Conferences	12:52-1:24 Student Conferences & Referrals	1:56-3:00 Work with records of Referrals, Observations, Student Conferences
1:56-2:28 Group Guidance 6-5*	1:24-1:56 Group Guidance 5-9*	1:24-1:56 Group Guidance 4-11*	1:24-1:56 Group Guidance 4-13*	
2:28-3:00 Calls to Parents & Conferences	1:56-3:00 Referrals, Conferences with Students, Calls to Parents	1:56-2:28 Referrals, Student Conferences, Observation	1:56-2:28 Referrals & Student Conferences	
		2:28-3:00 Parent Conferences, Referrals	2:28-3:00 Referrals & Conferences	

*Include student's names in Group Guidance Activities

A schedule is made about once every two weeks with children referred by teachers. The teachers understand that this schedule is flexible as meetings, home visits and emergencies arise. The children can also refer themselves by dropping a note in a box attached to the wall outside my door. Most of the paper work can be completed between 8:00-9:00 a.m. and 3:30-4:00 p.m., leaving most of the time for the children. The following is about the way a week would be scheduled:

Monday:

9:00 -10:15	Orientation of new students to the building, sending for records, individual counseling
10:20 -11:00	Group guidance in the third grade class with DUSO Primary Kit
11:00 -11:30	Group guidance in the first grade class with DUSO Primary Kit
12:30 - 1:00	Group guidance in the third grade class with DUSO Primary Kit
1:00 - 3:30	Individual counseling

Tuesday:

9:00 - 9:30	Individual counseling
9:30 -10:00	Small group counseling with five fourth graders (low achievement)
10:00 -10:20	Individual counseling
10:20 -11:00	Group guidance with second grade class using DUSO Primary Kit
11:00 -11:30	Group guidance with first grade class using DUSO Primary Kit
11:30 -12:10	Small group counseling with five fifth grade girls (friendship group)
1:00 - 1:30	Group guidance with third grade class using DUSO Primary Kit
1:30 - 2:00	Individual counseling
2:00 - 2:30	Group guidance with EMH class using DUSO Primary Kit
2:30 - 3:30	Individual counseling

Wednesday:

9:00 -10:00	Individual counseling
10:00 -10:30	Small group counseling with third grade boys (low self-concept)
10:30 -11:00	Individual counseling
11:00 -11:30	Group guidance in first grade class with DUSO Primary Kit
11:30 -12:10	Small group counseling with fifth grade boys (low self-concept--immaturity)
1:00 - 2:30	Individual counseling
2:30 - 3:00	Group guidance in first grade class with DUSO Primary Kit
3:00 - 3:30	Individual counseling

Thursday:

9:00 -10:00	Individual counseling
10:00 -10:30	Small group counseling with third grade girls (low self-concept)
10:30 -11:00	Individual counseling
11:00 -11:30	Group guidance with first grade class with DUSO Primary Kit
1:00 - 3:30	Individual counseling

Friday:

9:00-10:20	Individual counseling
10:20-11:00	Group guidance with first grade class using DUSO Primary Kit
11:00-11:30	Group guidance with second grade class using DUSO Primary Kit
12:30- 1:00	Group guidance with second grade class using DUSO Primary Kit
1:00- 1:30	Group guidance with second grade class using DUSO Primary Kit
1:45- 2:15	Small group counseling with sixth grade boys (attitude and self-concept)
2:45- 3:15	Small group counseling with sixth grade girls (self-concept, home problems)
3:15- 3:35	Small group counseling with third grade boys (low achievement)

SAMPLE GUIDANCE COMMITTEE MEETING AGENDA
(To be presented to committee in advance for facilitation of meeting)

1. Last Classroom Guidance Activity Week: April 26-30
2. Post Student Affectivity Assessment
3. Wednesday, April 28---Person from Guidance Center
4. Recommendations for Next Year
    A. Where to begin classroom guidance
    B. Student Pre and Post Assessment
    C. Teacher evaluation of guidance services
        1. Pre and post evaluation
        2. Monthly evaluation
    D. Student referral boxes
    E. Individual interviews
    F. Small group guidance (Sharing Circle)
5. Kindergarten Visiting School A, May 19 (tentatively); P-3 Visiting School B
6. Guidance Brochure

ELEMENTARY COUNSELING CARD

Name________________________________Grade_____Sex_____Birth Date_______

Address_______________________________________Phone______________

School last attended______________________Number of children in family_______

Parent's or Guardian's Name (Give relationship)_____________________Place Employed__________Tel. Ext.___

Test Scores_______________General Achievement Level_________Church Preference_________

____

____

____(over)

SPECIAL REFERRALS: (nurse, psychological and testing, visiting counselor, speech therapist, etc.)

____

____

____

COUNSELING INFORMATION CARD FOR NEW STUDENTS

To Be Completed by the Parent or Guardian
At the Time of Enrollment and Given To:

____
Name of Building Counselor or Principal

______________________ ______________
Name of Student Grade

______________________ ______________
Street Address and Zip Code Telephone

____
Parent's, Guardian's Name (Circle One)

______________________ ______________
Place of Employment Telephone

1. With whom does the student live?______________
2. List the two schools last attended by the student:

   (a)______________Location______________

   (b)______________Location______________

3. Has the student been in a special class? Yes______No______
   If so, indicate the nature of the class (hearing, sight-saving, etc.)
   ____

4. Has the student had individual testing or psychological evaluation?
   Yes_____No_____. By Whom?______________

5. Please indicate any physical problem which might hinder school achievement:______________

6. Please indicate any subject area (reading, arithmetic, etc.) in which the student has had or may need extra help:______________

7. Has the student been referred for extra school services such as speech therapy, reading clinic, psychological, etc.? Yes___No_____
   If so, indicate the service:______________

PLEASE CALL______________IF THE STUDENT HAS ANY SCHOOL ADJUSTMENT
(Counselor's or School's Phone No.)

WITH WHICH YOU FEEL THE COUNSELOR (OR PRINCIPAL) CAN BE HELPFUL.

CHILD WRITE-UP

Name____________________School____________Grade_______

Teacher__________________Date______________

PERSONAL: Birthdate_____________________

Address____________________________Phone______________

Father____________________________Occupation__________

Mother____________________________Occupation__________

Brothers-Sisters____

REFERRAL:____

ACTION TAKEN - RESULT:

SUGGESTED PROGRAM:

NINE WEEKS REPORT OF COUNSELOR

NAME________________________________DATE:__________________________

(These totals should be taken from your weekly log)

T C	Telephone Conference	________
H V	Home Visit	________
P C C	Principal Counselor Consultation	________
T C C	Teacher Counselor Consultation	________
P C C	Parent Counselor Consultation	________
T C P C	Teacher Counselor Parent Consultation	________
T C P P C	Teacher Counselor Parent Principal Consultation	________
Sp. P C C	Speech Pathologist Counselor Consultation	________
N C C	Nurse Counselor Consultation	________
N C H V	Nurse Counselor Home Visit	________
C M	Counselor Meeting	________
L D C C	Learning Disability Counselor Consultation	________
Y S C	Youth Services Consultation	________
P	Placement of Children	________
I C	Individual Counseling with Student	________
I T	Individual Testing	________
G C	Group Counseling with Students	________
H D P	Human Development Program	________
D	Duso	________
C G	Career Guidance	________
F S	Film Strips Dealing with Counseling	________
S S M	School Staff Meeting	________
T I	Teacher In-Service	________
P M	Professional Meetings	________
F M	Faculty Meeting in Home School	________
H C	Hearing Checks	________
V C	Vision Checks	________
K S	Kindergarten Screening in May	________

ELEMENTARY COUNSELOR'S WEEKLY REPORT ____________ELEMENTARY SCHOOL

COUNSELOR______________________________________WEEK ENDING__________

	M	T	W	T	F	WEEKLY TOTAL
STUDENT CONFERENCES						
Educational Information						
Educational Planning						
Occupational Information						
Personal Information						
Personal Needs - Financial						
Personal Needs - Clothing						
Personal Problems - Illness						
Personal - Others						
Behavior Problem						
Attendance - Tardy						
Schoolwork and Study Habits						
Registration and Orientation						
Transfer Counseling (new placement)						
Classroom Guidance Sessions						
Group Counseling Sessions						
ADULT CONFERENCES						
Teacher						
Administrator						
Nurse						
Visiting Counselor						
School Psychologist						
Parent						
Community Contacts						
Parent - Teacher Conferences						
Teacher - Student Conferences						
Case Conferences						
Conferences with Director						
TELEPHONE CONTACTS						
Parents						
Visiting Counselor						
Pupil Personnel Services						
Student						
Community Agencies						
TEST ADMINISTRATION AND INTERPRETATION						
Number of Groups						
Individual Interpretation						
Group Interpretation						
REFERRALS						
Visiting Counselor						
Psychological Services						
School Nurse						
Speech Therapist						
Reading Clinic						
Community Agencies						
MISCELLANEOUS						
Record Evaluation						
Talks to Adult Groups						
Meetings with Other Departments						
Orientation Programs						
Meetings with Guidance Committee						
Talks to Faculty Groups						
Other Activities						

1 = Less than 15 minutes
2 = 15 to 29 minutes
3 = 30 to 50 minutes
4 = more than 60 minutes

REFERRAL TO COUNSELOR

School__________________________ Date____________________ Grade________

Student's Name__________________________ Age_____ Birthday____________

Parent's Name___________________________ Address________________________

Phone_______________________

Reason for Referral:

____

____

Teacher's Observation: (check if applicable)

The Pupil Needs To:

_____ Complete Work

_____ Listen Better

_____ Improve Attendance

_____ Accept Responsibility

_____ Have a Better Attitude

_____ Improve Self Control

_____ Have Remedial Work

_____ Learn to Live With Others

_____ Play Better With Others

_____ Respect Others

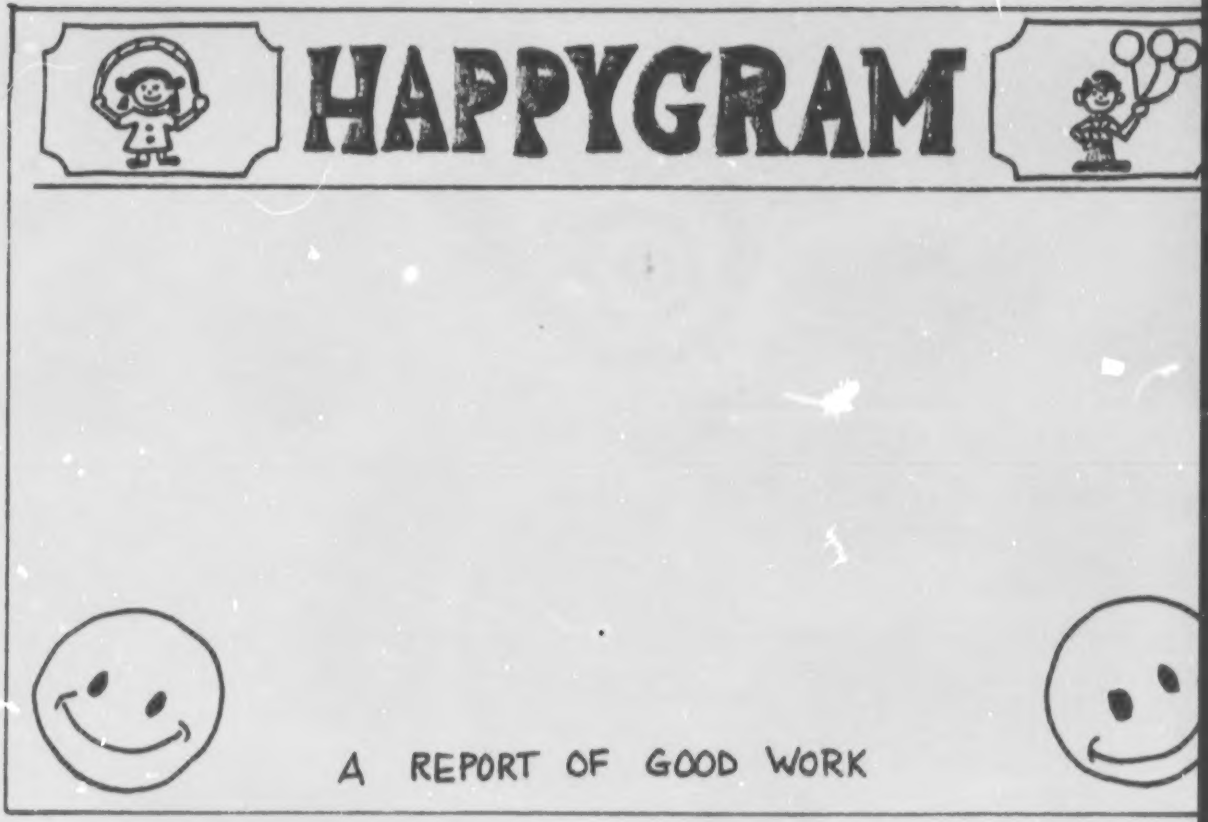
Please list the strengths of the pupil:

____

____

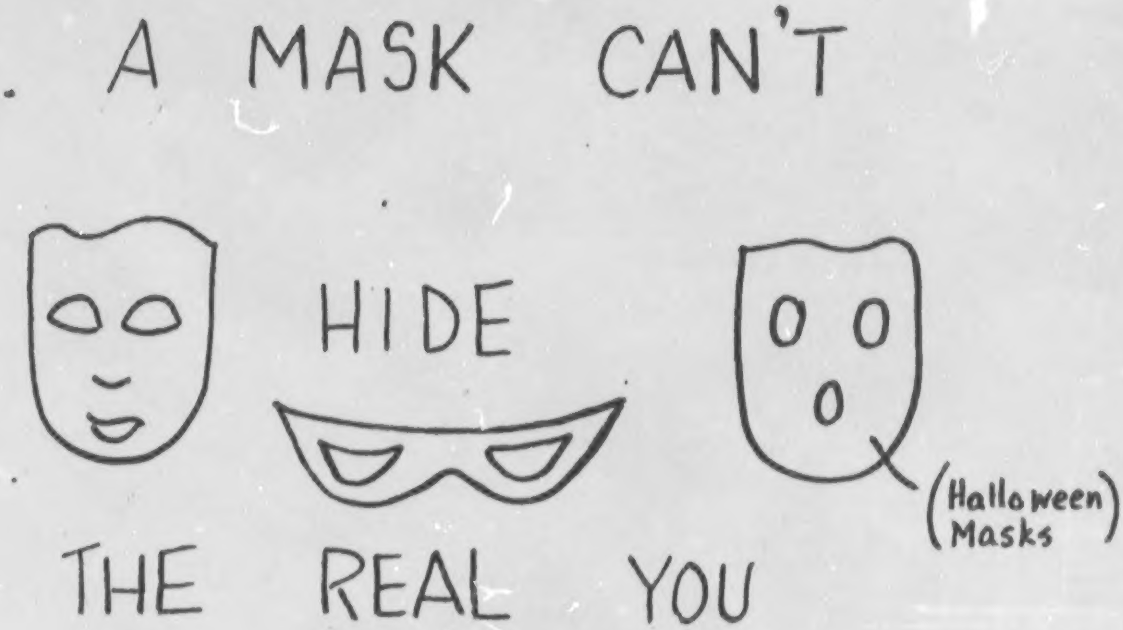
_________________________________ _________________________________

Principal's Signature Teacher's Signature

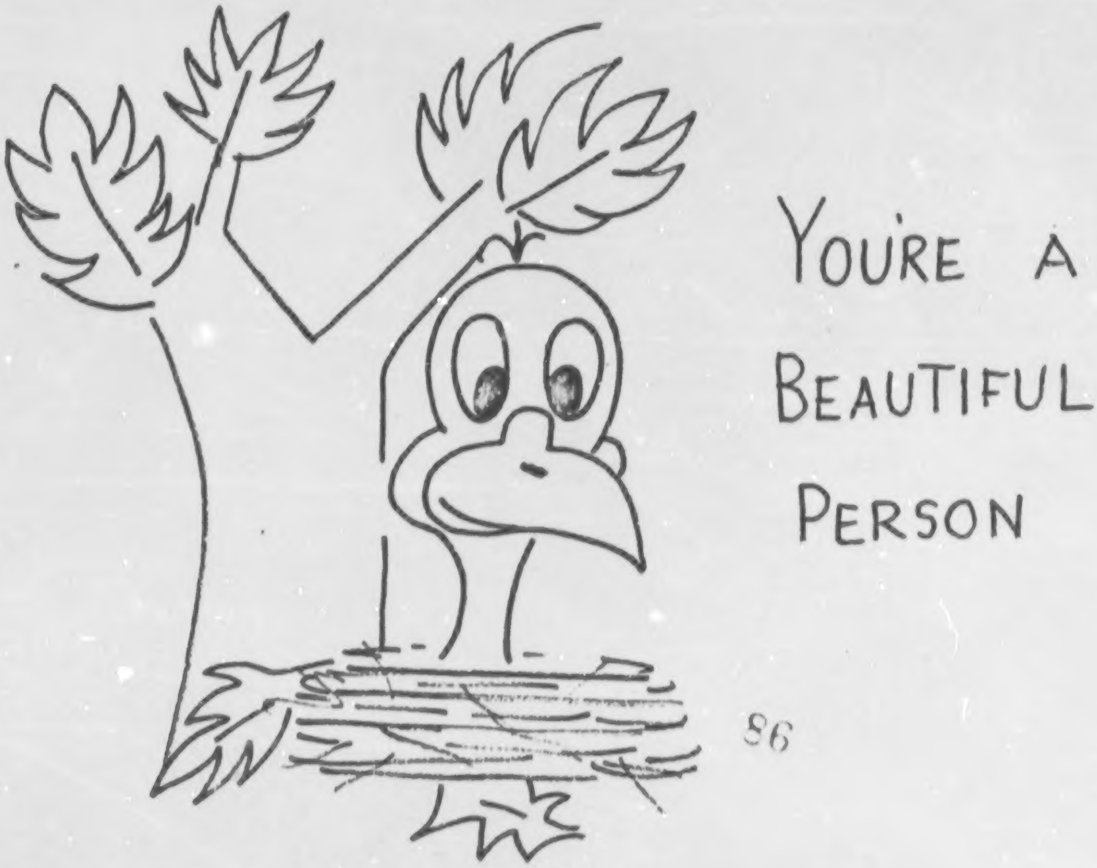


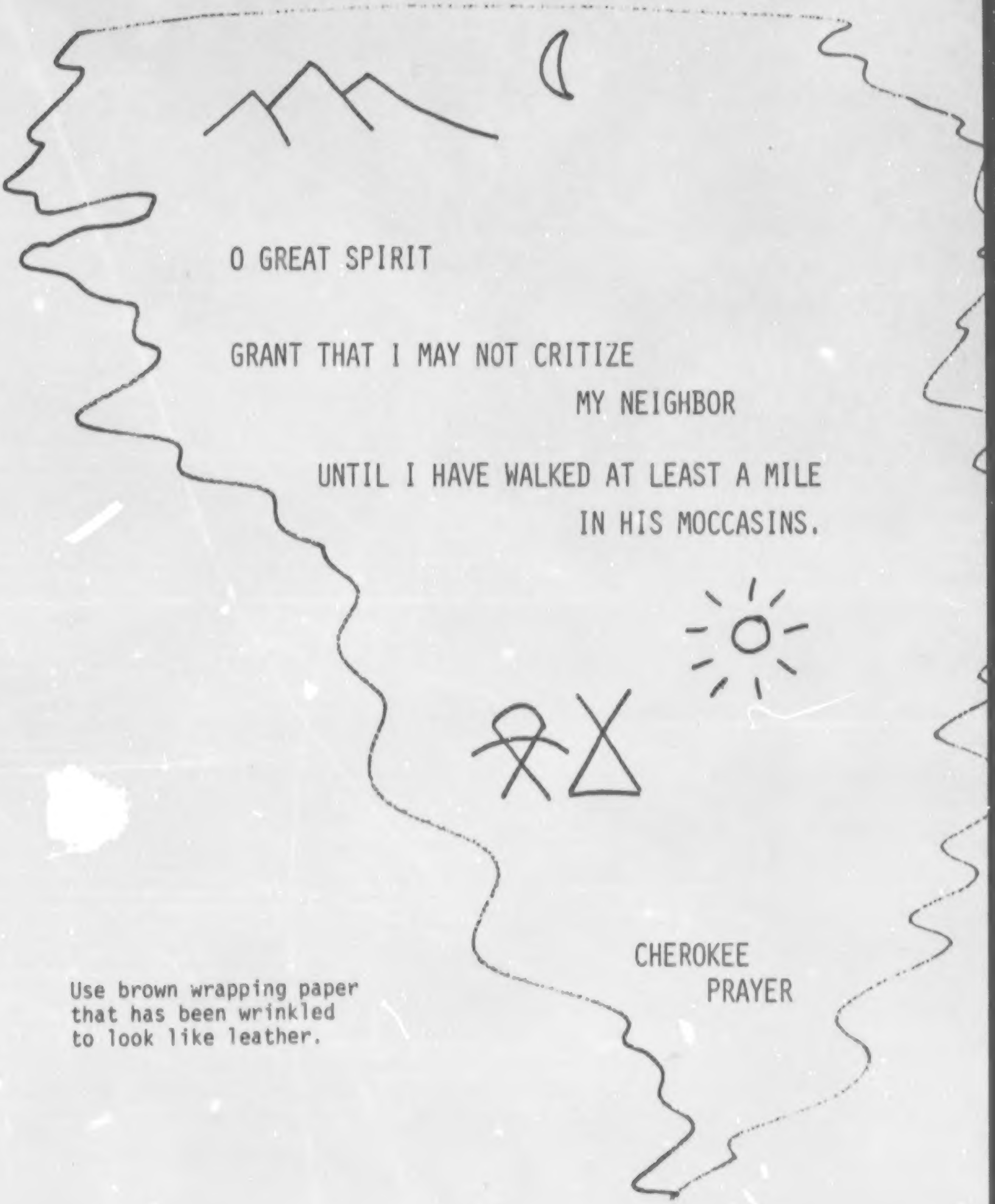
HAPPYGRAM

A REPORT OF GOOD WORK


A MASK CAN'T
HIDE
THE REAL YOU
(Halloween Masks)

BULLETIN BOARDS


YOU'RE A
BEAUTIFUL
PERSON



O GREAT SPIRIT

GRANT THAT I MAY NOT CRITIZE
MY NEIGHBOR

UNTIL I HAVE WALKED AT LEAST A MILE
IN HIS MOCCASINS.

CHEROKEE
PRAYER

Use brown wrapping paper
that has been wrinkled
to look like leather.

BULLETIN BOARD

APPENDIX A

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Billy the Bully. Filmstrip. Early Childhood Series. Eye-Gate Filmstrips.

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Grandpa Says. Casette series in group guidance. (4-6) Cassette Ltd., Inc., Roanoke, Texas, 76262.

Here I Am. (K-2) Science Research Associates, 259 E. Erie, Chicago, 60611.

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Indians for Thanksgiving. Multimedia kit. Singer Education and Training Products.

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Job Family Series. Science Research Associates, 259 E. Erie, Chicago, 60611.

Keys - Career Exploration. 6-Adult. Science Research Associates, 259 E. Erie, Chicago, 60611.

Learning to Live with Others - Group I: Learning to Be Your Best Self; Learning About Listening; Learning What Giving Is All About; Learning to Be Responsible. (Available individually) Multimedia Kits. Singer Education and Training Products.

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Magic Circle. Social technique in group guidance. Dr. Leon V. Crowley, Human Development Associates, P.O. Box 2007, Norman, 73069.

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Modern McGuffy Readers. Technique in group guidance. American Book Co.

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Project ME: How Are You Feeling Today? Beginning activity program. Multimedia kit. Bowmar, 622 Rodier Drive, Glendale, California, 91201.

Texas, Land of Cattle and Oil. Multimedia Kit. Singer Education and Training Products.

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World of Work Series. (K-3) Educraft, Inc., 6475 Dubois, Detroit, Michigan, 48211.

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POSTERS AND SPIRITMASTERS

Couplets in Courtesy. Posters for group guidance. J. Kennedy, P.O. Box 1488, Little Rock, Arkansas.

Kennedy Cartoons. Posters for Group Guidance. Jo Kennedy, P.O. Box 1488, Little Rock, Arkansas.

The Valuing Approach to Career Education. Spiritmaster for student self-awareness. Gordon Trawick, Dowlings School Supply, Oklahoma City.

Work and Be Happy. Posters for group guidance. J. Kennedy, P.O. Box 1488, Little Rock, Arkansas.

ADDITIONAL MATERIAL SOURCES

AIMS Instructional Media Services, Inc. P.O. Box 1010 Hollywood, California 90028	Elementary guidance
Baker and Taylor Company Audio-Visual Services Division P.O. Box 230 Momence, Illinois 60954	Career education, books in media (K-6)
Coronet Instructional Materials 65 E. South Water Street Chicago, Illinois	Elementary guidance

Educational Activities Freeport, L.I., New York 11520	Records, filmstrips, cassettes and instructional media
Guidance Associates 757 Third Avenue New York, New York 10017	Complete catalog
Houghton-Mifflin 6626 Oakbrook Avenue Dallas, Texas 75235	Career insights and self awareness games (4-8)
Minnesota Department of Education St. Paul, Minnesota 55101	Additional studies in elementary guidance
National Dairy Council, Inc. Chicago, Illinois 60606	Career awareness
Oklahoma State Department of Education Guidance and Counseling Section 2500 North Lincoln Oklahoma City, OK 73105	Film and filmstrip list
Oklahoma State Department of Health Northeast Tenth and Stonewall Oklahoma City, OK 73105	Filmstrip and record list
Oklahoma State Department of Vocational and Technical Education Curriculum and Instructional Materials Center 1515 W. Sixth Avenue Stillwater, OK 74074	Career education materials listing
Olympus Publishing Company Two Olympus Plaza 1670 East Thirteenth South Salt Lake City, Utah 84105	Elementary guidance, careers and self-awareness
Sound Filmstrips Scott Education 5 Lower Westfield Road Holyoke, Massachusetts 01040	Career awareness

APPENDIX B

ROLE PLAYING

ROLE PLAYING IN THE CLASSROOM

Suzanne Fitzgerald

A meeting of two: eye to eye, face to face.
And when you are near I will tear your eyes out
And place them instead of mine,
And you will tear my eyes out
And will place them instead of yours.
Then I will look at you with your eyes
And you will look at me with mine.

(From Will The Real Teacher Please Stand Up? p. 159, quote by J.L. Moreno, Psychodrama, Volume I)

Who

At some point in our life, each of us has role played. Some have done so in a structured situation at school or in another professional setting, and we all have done so, perhaps unknowingly, while at play.

At a very early age, we probably became involved in such games as "House" or "Cowboys" or "Doctor" and the very essence of this play was to assume an adult role and react to typical situations. It was our chance to step into the world in which we lived and take a look at how we might function as "grown-ups."

At a later age, we may well have been involved in a game of charades at a social function. The idea here was not so pointedly directed at assuming a new and different life role, but the game did call into play an effort on our part to communicate with others through the use of dramatic action.

The fact that role-playing comes forth so naturally at an early age makes it worth consideration for use in the classroom. Teacher and students can use it to help make subject matter more relevant; to take a more objective look at how people relate to each other; and to recognize, more easily, personal values.

> Human maturation is more than a process of learning "things"; it involves the gradual creation of a "role," a unique and accustomed manner of relating to "others" . . .A person's role is not only his patterned way of evaluating and behaving toward the world of others; it is also his way of evaluating and behavior is the reflection of a role, and all social interaction is a continuous sequence of interacting roles, or role-playing episodes; in these terms all the world is a stage, and all the men and women are actors.

(M. Chesler and R. Fox, Role-Playing Methods in the Classroom, p. 5)

What

Role-playing is a kind of dramatic action. It is a method, a technique which relies upon spontaneity, fantasy, and feeling. When used with a group, such as a class, role-playing is initiated, limited, and guided by a leader, such as a teacher. It is carried out by a number of group members and viewed by the remainder of the group.

There are two kinds of role-playing: psychodrama and socio-drama. Psychodrama is a procedure intended primarily for use as therapy in a clinical setting. A trained specialist uses this technique with a client or group of clients as a means for examining a particular problem experienced by the client or by one of the group members. The situation which is portrayed is a very real and personal problem currently affecting at least one of the individuals involved. For example, a girl who is withdrawn is unable to make any friends. A psychodrama is acted out with the girl playing herself and several group members playing the part of three of her real neighborhood peers with whom she has, on several occasions unsuccessfully attempted to converse.

Sociodrama is a procedure utilized as developmental guidance in a non-clinical setting, such as the school. A teacher uses this technique with students as a means of looking at general problems of human relations. The situation which is portrayed is a typical social dilemma and one which is likely to affect most individuals at some time or another in the course of dealing with other people. For example, a teacher feels that students in her classroom are unified as a group but may need more experience relating to others not currently in the class. A socio-drama is acted out based upon the idea of new students transferring to a school midway through the school year.

> It is the passion and the power of humanity that we seek to expand when we teach readings or math or any other school subject. If we divorce school work from the guts and hopes of human beings, we should not be surprised that our students find school gutless, hopeless, and inhuman.

(From Reach, Touch, and Teach, p. 150; quote by Dr. Mark Shedd, Philadelphia Superintendent of Schools)

Why

It is essential that today's schools nurture both the individuality and the social behavior of each student. Technology has evolved to a point where war can be devastatingly final for the entire world population. For this reason it is more imperative than ever before that members of a culture be able to communicate clearly with each other as well as with members of other cultures. At the same time individuality must not be allowed to vanish.

Role-playing experiences provide participants and spectators in the group with a chance to become involved in dealing with common social problems of their everyday life. In order to solve these situational skills in the areas of values, exploration of alternatives, decision making, and problem solving are called into action. Students can safely try out what they consider to be an appropriate method of dealing with a problem. If the method proves ineffective the situation can be role-played over following a discussion of alternative solutions. This "hands-on" experience with interpersonal relationships allows students to better know their own feelings. They expand in personal integrity as well as in sensitivity to the needs of others.

> ...if she (the teacher) is alert and sensitive, she not only notices tensions between factions of her classroom group but catches minute reverberations of stress suffered by one or another individual; and often, either effectively or futilely, she makes some effort to erase or suppress the overt animosity between cliques, and to bring some measure of reassurance to the anxious, self-doubting individual. Children who are tranquil and unburdened are freer to learn...

(F. Shaftel and G. Shaftel, Role-Playing for Social Values, p. 49)

When

Role-playing is useful throughout the school years. In the primary grades it is a natural with the young children. Later, although the older child is apt to become self-concious in "acting" situations, it can become an effective means of expressing feelings more freely.

The right time to use role-playing does not necessarily have to be postponed until social tensions exist or behavior problems arise. At such times, however, a teacher who can effectively use role-playing techniques with the class will be much better equipped to deal with the situation and help to alleviate it.

The likelihood exists that there will be fewer social problems to deal with in a classroom where role-playing is a frequently utilized technique. Students in such a setting will be more in tune with each other's feelings and with their own from having consistently expressed themselves openly in role-playing situations.

> ...in these terms all the world is a stage, and all the men and women are actors.

(M. Chesler and R. Fox, Role-Playing Methods in the Classroom, p. 5)

Where

Use the role-playing technique in your classroom or on the playground. Use it anywhere in your day. Improvisation is an excellent method of renewing interest in subject matter that students have become bored with and through this directed method of dramatic play primary level students can more closely identify with concepts such as justice, honesty, fear, and friendship. (The DUSO kit contains role-play suggestions with each Unit Section.)

Role-playing is an interesting way of considering certain Social Studies issues or the character development within literature pieces. Let your students role-play their ideas of dealing with racial bias or community rules. Encourage them to assume the role of a character such as Huck Finn after being introduced to him by Mark Twain. Use the technique often in relation to the Career Education modules. Discussion periods become so much more relevant after brief role-play sessions.

Work the role-playing technique into your classroom routine wherever you see an appropriate need for it. It is, and will continue to be, a part of the social living process outside of school for each of us and for each of the students.

> Structuring a situation and guiding students so that they stop and think, wonder, explore, and figure out for themselves...

(M. Harmin and T. Gregory, Teaching Is..., p. 44)

How

The following steps will be of help to you in conducting role-playing in your classroom:

1. Select a topic of an issue to be enacted. Keep in mind the security and privacy of each student in the class--focus of the situation should be on issues of a general nature, not a specific problem of one class member.
2. "Warm-up" the group by conducting a pantomime of unemotional kinds of activities. For example: Pretend you are walking across an icy sidewalk. Pretend to eat a spoonful of peanut butter. Pretend to toss a feather to each other.
3. Explain the problem situation to the class. The purpose for enacting the issue as well as the issue itself need to be made clear. Both actors and audience should understand the setting, the character roles, and the event(s) which compose the situation.
4. Prepare the drama participants by careful selection of actors and description of their roles. Select only those students who volunteer to participate as actors--don't ever force a child to role-play. Start out by calling upon the more sociable children and it will be easier to later involve the withdrawn students.

   Avoid assigning children their usual life roles. They become too personally involved and may be deeply affected by how the audience reacts to behavior which is indeed their own. Explain each "acting" participant's role to him or her carefully and in detail. Feelings of the characteristics should be identified as well as some of their ideas. The child will be better able to step into the role he or she is to play if both the emotional and the intellectual aspects of the character have been described.
5. Prepare the audience by involving these very vital participants in an active way. Outline some specific points to watch out for: ask that they attempt to "feel" along with one or two of the "acting" participants; suggest they act as critics and later be able to discuss alternative manners for dealing with the issue at hand.
6. Enactment now takes place. Try to keep your intervention minimal. If the action seems to be dragging or veering off in an unrelated direction you should step in, briefly addressing suggestions to the characters not to the students personally.

   It is at this point in the role-playing process that you must be particularly aware. Allow the action to progress long enough for students to become involved in the problem and to create methods of solving it. However, don't let the action drag out so long that interest wanes on the part of participants and/or audience. When the scene has developed fully you should stop the action and invite everyone to be seated.

7. Discuss together what has taken place. "Actors" should be given the chance to evaluate what they did and audience members are called upon to evaluate the actions they observed. Discussion should be centered upon the solution that was enacted, the feelings that certain behaviors elicited, and other possible ways of dealing with the posed dilemma. It is necessary during this discussion period that you relate the issue to personally relevant experiences of the children.

8. Reenactment should immediately follow the discussion period. This gives the group an opportunity to try out alternative suggestions for role behavior. "Acting" participants can exchange roles or audience and actors can exchange positions if so desired. The process of reenactment can and should be repeated as often as necessary.

The eight steps outlined here are standard role-playing stages. The teacher at each grade level can modify them accordingly. Several additional tips for elementary teachers are listed below. These "helpful hints" will be of particular interest to you if you have not yet initiated the technique of role-playing into your classroom.

1. Depending on the set-up of your room, seat the children in such a way that "seeing" and "talking together" will be optimal for each individual. The circle arrangement is particularly good for purposes of viewing and communicating and it provides the "acting" participants with a delineated area in which to confine action.

2. Be particularly sensitive to the group as a whole. Step in to stop any enactments or discussions at a time when interest is still at a peak. If the group becomes restless it is a sign that whatever is going on has been too prolonged. Be brief and to the point and encourage the same of class members.

3. "The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly re-explains the ground rules.

   They are:
      A. Play in the play space.
      B. Actions -- no words (for pantomime).
      C. Do not disturb the play of others."
   (Don Dinkmeyer, DUSO - D-1, p. 21)

4. Young children enjoy and benefit from repetition. After a situation has been role-played for a first time and discussion has taken place, don't worry about letting the children repeat the performance. Multiple repetitions, if the students so chose, are a valuable part of role-playing.

APPENDIX C

CLASSROOM DISCUSSION GROUPS

CLASSROOM DISCUSSION GROUPS

Carolyn Magnuson

Everyday educators are dealing with group processes within the school environment. Educators and pupils form a micro-society within which each acts, reacts and interacts. The school climate mutually established by pupils and educators will in large part determine the effects of group interaction on individuals. Each person has the need to develop an identity in relation to his or her own peer group. Childhood is the time for trying out many things and the classroom is one place trial behavior occurs. Pupils need and seek feedback about the behaviors they try.

One way for pupils to be able to try out behavior and ideas is to be a member of a small group. Informal small groups are a part of the sub-structure of every classroom. These groups form, dissolve and reform continuously and many times have a great impact on the climate of the classroom. The results of interactions within these subgroups have the potential for shaping individual lives, whether for good or for bad. Pupils need to be given the opportunity to share some of their personal concerns and try out new behaviors in formally structured small group situations. In this safe atmosphere they will begin to understand the similarities individuals have to each other and to be proud that they are at the same time unique persons. Through structured small group interactions, individuals are able to gain feedback from their peers that they might not receive in their unstructured social situations.

The skills or working, talking and sharing in small groups are a major part of an effective Career Education program. Small group discussions provide the opportunity for every pupil to have his or her ideas listened to by others, thereby helping to improve self-concept and communication skills. Small groups provide one efficient method for sharing information. Discussion in small groups allows pupils to be self-governing and to assume additional responsibility for their own learning. Working in small groups fosters independence while developing cooperative behaviors. Through small group work, pupils often develop relationships they may not otherwise have developed.

Having pupils act, react and interact in small groups is advantageous for teachers as well as pupils. Small groups free teachers from the responsibility (and sometimes drudgery) of direct, large group instruction. Through pupils working in small groups, teachers are able to more accurately assess the skills of individuals. Small group discussions allow teachers to know more about individual pupils as persons. Despite the many advantages of small group work for pupils and teachers alike, it is often overlooked as an independent instructional process. Just thinking of having inexperienced first graders discuss something in small pupil-guided groups can be a "shuddering" experience for even the most experienced educators. Yet it can be done.

Readiness is an important part of teaching pupils to become contributing, cooperative small group participants. If on a given day the class is divided into small groups and told to discuss a certain topic, it is inevitable that the small group process will fail! On the other hand, if it is treated as any other learning process with a readiness period and developmental stages, it is inevitable that the small group process will succeed.

Naturally, kindergarteners will not be as skillful or independent in small groups as fourth graders, but readiness can begin with them. Just as there are individual differences within each class in reading, so there will be individual differences in small group discussion skills.

ORGANIZING SMALL GROUPS

Getting Started

Getting small group discussion started is perhaps the most difficult aspect of the process. It is also the most important. Teachers must do some preliminary thinking about why they want to begin utilizing small groups and what they expect as a result. The expectations and atmosphere created are the foundation for successful group work. Implicit in the getting started stage is the identification of purposes for group work. The purposes will vary from group to group, but there are some which should be basic to every situation. Among these are:

For pupils to be able to:

...verbalize their own ideas and feelings without fear or rejection
...listen to and accept the ideas and feelings of others
...identify similarities and differences in individual feelings, characteristics and experiences
...accept self as a unique and loveable being
...assume responsibility for own behavior
...exhibit cooperative behaviors while at the same time maintaining their own rights as individuals

The getting started phase requires that the classroom environment be assessed to see if there are barriers which prohibit the acceptance of ideas and feelings. There cannot be a free exploration of trial behavior and thoughts in an atmosphere of criticism and disagreement. The teacher must communicate a real caring for each pupil and strive to help each pupil care for each otherpupil. The section "Creating a Facilitative Classroom Climate" provides ideas for assessing the classroom atmosphere as well as activities for opening teachers and pupils to exploration of ideas and feelings. It must be emphasized that the communication of caring is an attitude and not a cognitive skill.

Defining roles is also a part of the getting started phase. Identification of what is expected of each individual will help make the process easier to implement. It is the teacher's role to coordinate the process and to ensure an atmosphere that encourages cooperative behavior and growth producing interactions. The teacher's role includes that of a resource person. It is his or her role to ensure that pupils are instructed in group procedures. Allowing pupils that opportunity to solve conflicts within the group on their own and intervening in decisions only when absolutely necessary are also parts of the teacher's role. The pupils' roles require that they assume personal responsibility for what happens within their group. This means that if is their role to plan how they will attack the situation presented them. They will each contribute to the solution of the problem, whether that problem be to discuss their feelings, to plan a presentation or to make a decision about a behavior problem. If conflict arises, it is a part of their role, to the best of their ability, to solve the conflict themselves. The pupils' role also requires that they each assume responsibility for listening to and respecting others' ideas and feelings.

This all sounds like an enormous order--it is. Though large, it is not impossible if readiness and development are kept in mind. Teachers must be prepared for a variety of reactions from their pupils when it is suddenly OK for them to sit in a group of their peers and talk together. They will at first expect the educator to intervene in the solution of their problems whether they be academic or personal. More helpless pupils an educator will probably never see. The first few (maybe more) attempts will surely fail. Educators who have kept trying have been pleased with their efforts. Hearing one seven-year-old say to another seven-year-old, "Liz, you haven't said what you think we should do," is indeed a reward especially when the talker is a child who is known for the dictums he issues on the playground.

The following section deals with the actual classroom implementation of pupils working together in small groups.

Involving Pupils in Small Groups

After thinking through the purposes for having pupils work in small groups, creating an accepting atmosphere and defining the general roles of educators and pupils, the next step is to put groups into action in the classroom. The process is made easier with a specific plan. While the content of each group's discussion will be open, there are a few guidelines that should be adhered to regarding the overall management of grouping. If the same general procedure is followed each time the class works in groups, movement into and out of groups will become a natural part of the classroom routine.

The size of small classroom groups is an importnat consideration when planning grouping procedures. Smaller sized groups (3-4 pupils each) allow pupils the opportunity for more personal interaction; however, this means a greater number of groups, thus complicating the educator's task. Fewer groups with more pupils (8-10) in each group makes the educator's task easier, but it lessens the opportunities for pupil interaction. The specific task of the groups will be a factor in deciding the exact group size. Generally speaking, five is a desirable group size. In a group of five members, lively discussions representing a variety of opinions can take place, yet it is a small enough group that each person can learn to feel secure and participate freely. Thus, it is recommended that groups have five members for most purposes. More than six members will defeat the purpose of groups for pupils while less than four will generally defeat the purpose for the educator.

How to Assign People to Groups

How to assign people to groups is a second factor to consider in the process of implementing small groups in the classroom. One of the primary elements of groups success is compatibility--the members must want to work together. Socio-metrics provide the most desirable technique for assigning people to groups. If done by hand, this is a time consuming task and most educators do not have the time to devote to the process.

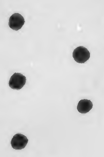
The Univeristy Of Missouri-Columbia provides a computerized analysis of socio-metric data for a nominal fee.[1]

An analysis of data for an average sized class may be obtained for less than ten dollars. This service provides a computer print-out of information which enables educators to identify compatible group members, thus facilitating the success of the groups. If the utilization of this service is not feasible and time does not permit doing an analysis by hand, the following general guidelines may be followed:

1. Put compatible people together.
2. Put isolates in groups where they are accepted by at least one person.
3. Have at least two members of the same sex in each group, although it is not necessary to have an equal number of boys and girls.
4. Have pupils with varying abilities in each group.

Naturally, specific situations determine what will be most appropriate. Groups should be changed as the group tasks change to provide pupils with the opportunity to become better acquainted with more people in the classroom.

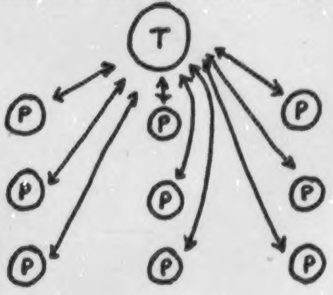
The physical arrangement of the classroom for groups is very important. The arrangement should be such that each person within the group can easily see and talk with every other person in the group. The following arrangements are possibilities:



Enough space must be provided between groups to allow for each group to interact with as little distraction from other groups as possible. Intra- rather than inter- group communication must be fostered.

DISCUSSION TECHNIQUES

Before pupils are able to discuss independently in small groups, they must feel free enough in their environment to want to share a part of what is inside them. If one were to diagram the way the majority of classroom discussions take place, it would look something like this:



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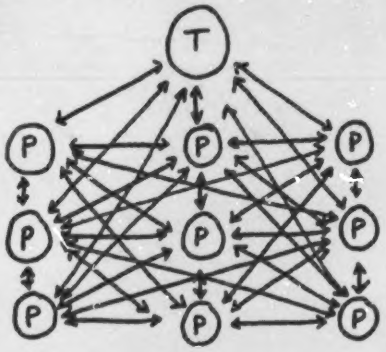
[1] For complete information, write to: Dr. Irvin W. Cockriel, Center for Educational Improvement, College of Education, Univeristy of Missouri-Columbia, 408 Hitt Street, Columbia, Missouri 65201.

This is really not much of a discussion between group members. A real group discussion would look like this:



Every member share equally in the discussion and each is considered to be an important group member with important ideas for the group. This does not mena that chaos will take over. Chaos prevails in a situation where individuals do not feel equal and therefore have to struggle to maintain their position. In an accepting atmosphere where the stage has been set for expressing one's thoughts openly, pupils will want to hear what other group members have to say.

Readiness

Developing a readiness for working independently in small groups is vital to its success. Pupils must know a little about what groups are and why groups function. They must know what is expected of them within the group. They also must possess the skills of listening, self-expression, critical thinking and empathic responding. Pupils who are open, honest, trusty and trusting, insightful and empathic will have more ease in adapting to the group situation than will pupils who are struggling to find their place. For those who find it difficult to trust and to be open, the readiness period will be extended. Patient empathic understanding and helpful encouragement on the part of the educators will help the hesitant pupils to trust enough to participate. This section provides a brief description of each of the readiness factors and an activity suggestion for helping pupils acquire the learning.

Learning what groups are and why groups function helps pupils to understand the place of groups within their lives in general and their classroom in particular. Concepts learned in this area will be very simplistic at the K-3 developmental level but will become increasingly more complex throughout the 4-6 developmental level. By the end of sixth grade pupils will be aware not only that groups exist for a purpose but they will also know something about the dynamics of groups.

Activity: Teacher talks with class about the various groups to which pupils belong. Use an experience chart or the chalkboard to make a list of everyone can see. Teacher may want pupils to find pictures in magazines of people in groups.

Have pupils identify people who are in the groups to which they belong and the reasons they are in the group.

Discuss the function of various groups. Talk about reasons different groups are formed. Older pupils may want to discuss value of different groups. Consider whether or not all groups are formed for good reasons.

Divide class into small groups. In small groups pupils will discuss how small groups might be used in the classroom. They should consider advantages and disadvantages, as well as difficulties that might occur. By the end of the time allowed the pupils should also make a statement regarding their group's feeling about whether or not small groups should be implemented in classrooms.

Bring class back together for large group talk about happenings in small groups. Talk about how pupils felt discussing in small groups. Were there some who did not contribute at all or some who took over and did everything? Some who distracted the group?

Learning what is expected of group members helps individual pupils to know how they should react in groups. They should know ahead of time what sort of help their teacher or counselor will give them--Will they solve behavior problems? Give them directions? Tell them answers? Whether or not to hold up their hands to talk seems like a minor issue. It is important, though, when one considers the fact that pupils have been used to holding up their hands to get permission to talk. It may be more difficult than one might imagine for pupils to stop holding up their hands. Teachers should be aware of this when the class is establishing expectations.

Activity: Educators (counselor and/or teacher) talk about their role as facilitators with pupils. Explain what kinds of things the pupils can expect the educators to do. Talk with pupils about what is expected of them in terms of their own role. (See page 100 for a discussion of roles.)

Divide class into groups. Have pupils in each group identify behaviors or attitudes they feel will help groups to function better. Each group then makes a large chart titled "During group discussions and work times, we expect each other to..."

Discuss each group's decisions in a larger group. (It may be beneficial to first combine two small groups, then four and so on until the whole class is discussing.) The educator-facilitator should be identifying pupils who are assuming a passive role during discussions. These pupils will need special encouragement.

As a group, make a large "During group discussions and work times, we expect each other to..." Agree on expectations. The educator-facilitator should be involved in that he or she will have to feel comfortable with the pupils' expectations. If there is something he or she cannot accept, it should be talked about with the class. The educator-facilitator should also aid pupils in establishing realistic expectations. This must be done in a non-critical way. A question like "Will that be easy for you always to follow through on?" will allow pupils to be more honest in establishing expectations. Better to start with a few expectations that each person can fulfill than a lot that only a few persons are able to live up to.

Developing the skills of listening, self-expression, critical thinking and empathic responding permits pupils to be contributing members of a group. They are skills which will be beneficial at all ages to all people. Listening in this context goes beyond the simple receiving of information. It means not only listening to the words a person is saying, but also to the feelings that accompany the words. A part of listening is the willingness to establish an environment conducive to true listening. In order to develop the skill of self-expression one must have opportunities to express one's self in an atmosphere of acceptance. Skillful self-expression is an enviable skill, but one which all may develop if given the opportunity. Critical thinking also requires an atmosphere of acceptance to develop fully. The skill of critical thinking requires that the individual maintain an open mind and withhold judgment on an issue until enough information is gathered to make a decision. Empathic responding is a statement which says "I understand" to another person. Utilization of this skill must be accompanied by genuineness. If a person says "I know how you feel when..." and he or she really does not know, the other person will likely withdraw a bit.

Activity: To develop skill in listening, pupils close their eyes and sit very quitely in classroom for one minute. They should listen to every should that is made when they are silent. At the end of one minute, they should compare the sounds they heard and talk about how it felt to be perfectly silent and hear the sounds around them.

A second activity to develop listening skill is to whisper a series of directions to a pupil and have him or her carry out the directions. (This involves memory as well as listening.)

Activity: To develop skill in self-expression educator-facilitator and about 10 pupils sit in a small circle on the floor. Other pupils may either observe or work independently at desks. (They'll probably want to watch.) Educator-facilitator has every pupil imagine that something each on really wants is inside an imaginary box in front of her or him.

Educator-facilitator begins process by describing his or her own box, pretending to open box and then taking out and describing the object. (Sharing feelings about object will enable pupils to feel free to do the same.)

Each pupil takes a turn describing the contents of his or her own box. The educator-facilitator will need to plan a time when the other pupils may share in the activity.

Activity: To develop skill in critical thinking when pupils make a statement such as "Boy! Little brothers sure are dumb!"; "How could you prove that?" or "How long have you felt that way?" in a non-judgmental, non-critical way might be a response of the educator.

A second technique to teach critical thinking is to make a statement and have pupils identify as many reasons as they can that it is true. Then change positions and identify as many reasons as they can that the statement is not true.

Activity: To develop skill in empathic responding, allow pupils several minutes to respond to situations similar to the following:

- ...You have just lost the city-wide hundred-yard dash. How do you feel?
- ...Your best friend has just lost the city-wide hundred-yard dash. How does she feel? What do you say to her?
- ...Your friend overhears you say some unkind things about him. How do you feel?
- ...Your friend overhears you say some unkind things about him. How does he feel? What do you say?

Responses may be in writing or verbal, depending upon the needs of the situation. It is important that a minimum of time be provided because first reactions are important in this case.

When readiness skills have been developed, the pupils are ready to begin their actual participation in small groups.

Group Participation

Even though pupils may possess readiness skills, it may still be difficult for them to put the skills into practice in the beginning of small group work. Some may still be hesitant to risk participation, some will still listen without understanding and others will still respond without thinking of the other person. A teacher who understands the feelings of these individuals will be able to help them more nearly reach the goal through helpful encouragement. Frequent practice with group discussions, either large or small, will help everyone to become more at ease with the total process.

The teacher plays a vital, though perhaps not active, role in the success of group discussions. Throughout this Guide, the importance of the classroom atmosphere has been emphasized. It cannot be emphasized enough! Without an atmosphere of caring, understanding and acceptance, individuals will not feel free to express their inner feelings and ideas. There are no prescriptions which guarantee that discussions will be successful. Because groups consist of people, they each are a little different. Though this is true, there are some ideas and hints which will help pupils get started applying their skills to the ongoing group discussion process. A few of these are:

- ...Teacher and pupils must have a "we" feeling--each must feel they are in the learning process together.
- ...In the beginning, topics should not be too "heavy," e.g., deal with deep personal feelings; rather they should deal with topics such as favorite activities or weekend plans.
- ...Use open-ended sentences or brainstorming as "warm-ups."
- ...Define the purpose of any group discussion.
- ...Feel free to talk about the group atmosphere together.
- ...Link thoughts and ideas of participants.
- ...Summarize discussion a few minutes before termination.

Caring, understanding and accepting classroom discussions, either in small groups or as one large group, can be exciting experiences for both teachers and students. The beginnings are not easy--for either pupils or teachers. Through continuted personal involvement in the process, teacher and pupils alike will develop their skills and the outcome will be enriching for all!

Special Note: Many of the ideas contained within this section are a result of personal conversations with Sandra W. Gautt, Department of Special Education, University of Missouri-Columbia and the utilization of the "Social Interaction Skills Program" co-developed by Ms. Gautt, Maurine Kukie, U.S. Office of Education and Cheri Howard, University of Missouri-Columbia. The "SIS" Program was sponsored by Project PRIME through a U.S. Office of Education grant.

APPENDIX D

WORLD OF WORK INTERVIEWING

WORLD OF WORK

Exploration of the World of Work and Workers will be exciting for both you and your pupils. You will discover jobs you don't know exist. You will discover varying reasons for working. You will begin thinking more about your own life career decisions--past, present and future. As you and your pupils begin exploring there are several process skills which are essential to maximizing your experiences and learning. Meeting and talking with people in the World of Work and Workers necessitates that pupils feel at ease with the process of interviewing. This requires that pupils acquire the skills necessary for appropriately asking and responding to questions. The second process, preparing for a taking field trips, has been a part of teachers' planning for years. They are also a vital part of infusing Career Education into your curriculum. With a few changes in overall focus you will be able to facilitate personalization of field trip opportunities for both yourself and your pupils. A third process, classroom visits by resource persons enables you and your pupils to explore the world of work without leaving your classroom. Pupil-planned presentations mean that pupils will assume a greater responsibility in planning interesting class presentations. In turn, this means that you will have to assist pupils in gaining the skills necessary for planning and making their presentations.

This portion of the Guide is designed to aid you in planning ways of enabling your pupils to master the processes of Interviewing, Taking Field Trips, Planning Classroom Visits by Resource Persons and Pupil-Planned Presentations. At the end of each of the sections are activities and/or resources which provide suggestions for implementing the processes.

INTERVIEWING

Throughout their lives your pupils will be seeking information from the world around them. Skillful use of questioning or interviewing techniques will facilitate information seeking in all aspects of their life careers. Therefore, while teaching interviewing skills for World of Work exploration, you are equipping your pupils with a tool that will benefit them in every aspect of their lives both now and in the future.

Gaining information through the process of asking questions is not a new task to children. They are naturally curious about the world around them and seek to discover more about it through questioning. While children are curious and do ask questions, the skill of interviewing is developmental and must be taught sequentially. It is possible to provide students with a list of prepared questions; however, if the students are to assume any responsibility for their own learning, they must develop the skill of generating their own questions. If introduced in kindergarten and sequentially and systematically taught at all levels, students will attain a high degree of sophistication in interviewing. In the very early years, questions generally will be factual and concrete. More mature students will be able to gain and utilize information in more abstract ways, e.g., how workers' feelings about their work tasks may be related to the interviewer's own attitudes. The more mature students will also be able to redirect questions and respond spontaneously to answers.

Types of Interviews

Basically, interviews are of two types--group and individual. Group interviews may be conducted with two or more interviewers doing the questioning. The responsibility for the interview is then divided equally among all the participants rather than just one person as is the case with individual interviews. Individual interviews require greater self confidence and refinement of the interviewing skills on the part of the interviewer. Primary aged pupils usually interview more confidently and effectively in group interviews. Certainly, more mature primary aged pupils will be able to learn to conduct individual interivews.

Use of Media

Before pupils are able to participate in interviews they must possess skills in the use of media for recording interviews. Battery operated audio cassette tape recorders are easy to learn to operate and may be carried anywhere. Cameras offer a method for capturing scenes of workers in action. The introduction of portable videotape recorders makes it possible to build a tape library of student conducted interviews. Older students can learn to operate this equipment and can accompany younger pupils on their interviews. The most readily available medium for recording interviews is pencil and paper. For the less mature pupils this is the least desirable method, though it may be possible for more mature pupils to accompany them. Having someone along to record for the person or persons doing the interviewing will free them to place full concentration on the actual interviewing process.

It may be hard for you to allow pupils to operate media without your supervision. This is understandable. If you take time for teaching proper operation of the equipment, most of your pupils should be able to make maximum use of media for recording interviews. Letting pupils know you have faith in their abilities will encourage them to live up to that faith.

Interviewing Process

One of the first steps in teaching your pupils the skills of the interviewing process is to develop an understanding of the purposes of interviews. Knowing the who, what, when, why and how of interviewing will facilitate the pupils' understanding of interviewing as a process through which people seek information from other people.

The process of interviewing requires the fusing of the sub-skills of asking, receiving, reviewing and responding. With practice, these sub-skills become a simultaneous process. The maturity and experience of the interviewer will determine the development of the components. The more mature the interviewer, the more sensitive he or she will be in asking, receiving, reviewing and responding.

Basic to asking is curiosity. In order to ask questions, an individual must first wonder or be curious about something--he must have a need for asking. Mastery of the sub-skill of asking is demonstrated by the use of appropriate questions in interviews. The appropriateness of questions is determined in part by the age of the interviewer, the purpose, type and location of the interview and the person being interviewed. Questions must be verbalized in an understandable way, i.e., appropriate sentence structure and clear voice must be used.

Receiving and reviewing are the second and third component skills of interviewing. Receiving is an internal process and requires that the interviewer not only hears what the speaker is saying, but also that he or she follows the thought pattern of the speaker. After receiving is complete, the interviewer must review each small bit of information received and evaluate it for an immediate response.

Responding to each small bit of information received is the fourth and final sub-skill required in gaining information through interviewing. Through restating, clarifying and verifying the interviewer is able to seek additional information from the person being interviewed. Separating pertinent information from impertinent information is a vital part of competence in responding.

Total mastery and internalization of the sub-skills of asking, receiving, reviewing and responding will result in competency in the actual interviewing process.

Synthesizing Information

Once the interview is complete the interviewer must internalize the body of information gained. Synthesis, like interviewing, is developmental and the maturity of the interviewer will determine the capacity for synthesis. Relating information gained to information already possessed by the interviewer is one part of synthesis. He or she must determine if and how new information affects old information. Synthesis also includes integration of information in terms of current experiences. Deciding what and how the new information can add to the interviewer's current interests allows immediate use of information. After the pupil has integrated the new information, he or she must apply it to the present situation. A plan for applying the information must be enacted in order for the information to become a part of the interviewer's on-going experience.

Generalizing Information

After the information gained in an interview has been processed, it must be utilized in relationship to the students' experiences and environment. Not only must they be able to generalize information to themselves, but also to others. As new situations arise, the student must generalize acquired information to meet needs. The interviewer must relate information gained to his or her personal characteristics and resources. Information gained in an interview might be appropriate for the interviewer but not for another person or it might be appropriate for another and not for the interviewer. It is important for the interviewer to be able to generalize the information gained so that he or she does not discard some bit of information whch will be personally helpful or which will be helpful in understanding another person.

In additional to being able to generalize to other people, it is important for the interviewer to be able to generalize to other situation. Being able to generalize to other situations enables the interviewer to understand more thoroughly the meaning of the information gained.

ACTIVITIES FOR TEACHING INTERVIEWING SKILLS

Purposes of Interviewing

1. Show pictures of people talking together. Include pictures of people who may be interviewing. (Newspapers and news magazines are possible sources.) Discuss with pupils the various reasons the people may be talking together. Focus on pictures of interviews. Lead into a discussion of interviews being conducted for individual to gain information.
2. Have pupils find pictures of interviews either in magazines which have been brought to classroom or in magazines at home. Write the following questions on slips of paper:
   A. What are interviews?
   B. Why are interviews conducted?
   C. Who may be interviewed?
   D. Where do interviews take place?
   E. When do interviews take place?
   F. How are interviews conducted?

   Divide class into six small groups. Have someone from each group draw one of the slips from a "hat." Using pictures of interviews as discussion starters, have each group develop an answer to the question they drew. Make an experience chart for each of the groups. (Older pupils will be able to make their own charts.)

   Plan a way for each of the groups to share their outcomes with the other class members...consider pictorial displays, cassette recordings, or chart displays as possibilities.

Types of Interviews

1. Using pictures of interviews from previous activities, talk about the number of interviewers and the number of people being interviewed. Lead into a discussion and finally a definition of individual and group interviews.
2. To reinforce differences in types of interviews have pupils watch a variety of television talk shows -- Meet the Press, Face the Nation, Phil Donohue Show, Mike Douglass, Dinah Shore and Today Show. Discuss shows in terms of types of interviews conducted on each.
3. Listen to radio programs which feature interviews. (This may be done easily in class.

Using Media

Tape Recorders (Audio and Video):

1. In small groups teach pupils proper use and care of equipment. It may be possible to have older pupils teach younger pupils. If you have a media specialist in your school or district, he or she will be a great help teaching pupils use of media.
2. Have pupils take turns recording different segments of the day. For example:
   - A. reading groups
   - B. story time
   - C. playground sounds
   - D. lunch time
3. Have pupils read or tell a story into tape recorder and/or record someone else reading or telling a story.
4. Have pupils record conversations between other pupils. Listen to and/or watch tape for purpose of analyzing results in terms of audibility, etc. Discuss what pupils will need to do to improve the listening quality of their taped conversations.
5. Plan with pupils so that they may select times to record spontaneously throughout the day.

Cameras:

1. Ask parents who are camera buffs to assist students in taking pictures.
2. Invite a camera shop worker to visit classroom to tell about helpful hints for taking pictures. They may even be able to help you set up a film developing area in your classroom.
3. Have pupils take pictures of people at work in the school, at home, or in their neighborhood. When pictures are developed, arrange to have one of the camera buff parents talk about ways of improving pictures.

Pencil and Paper Note Taking:

1. Have pupils take notes of short class presentations. Talk together about information written down. Did everyone write the same thing? Should everyone have written the same thing?
2. Have pupils take notes of conversations between other pupils or of class discussions. Talk about accuracy of information written down. Does poor listening cause the writing down of inaccurate information? Or is it because of slow writing.
3. Have pupils interview a friend and take notes.
4. Have pupils take notes during a television or radio show.
5. Talk together about problems they have encountered during their various not-taking ventures. How might they overcome them?
6. Depending upon the maturity and skillfulness of your class, you

want to tell them about the note-taking technique of leaving out vowels, e.g., "please take notes" becomes "pls tk nts." If they begin utilizing this technique now, it will prove helpful when they have to take notes in class.

Asking: The main purpose of activities within this section is to enable pupils to generate questions to be asked. A part of this will be developing and encouraging curiosity about environment within pupils.

1. Provide many opportunities for pupils to ask questions. During class discussions, focus on creating interaction among pupils rather than between you and your pupils.

   When pupils are asking questions, evaluate them in terms of their relevance to the topic and in terms of their clarity. If some pupils have difficulty asking, plan times when it is necessary for them to ask questions, e.g., having them ask another teacher for something you need, or going to the school office to ask for something. It may be necessary for you to help them verbalize ahead of time the question they will ask.
2. Before reading a book or seeing a film, tell pupils the title and a little about the film or book. Have them formulate questions they would like to have answered. Encourage pupils who have difficulty asking questions to identify something the title makes them think of.
3. Create curiosity times throughout day or week. Have times when pupils generate "I am curious about..." statements. You may even want to have a large sheet of paper hanging somewhere and let pupils fill in "I am curious about" statements whenever they think of one. When talking with class about curious statements, have pupils think about and identify ways of finding information.

Responding: The goal here is for pupils to be able to make appropriate responses in an interview. The task involved is being able to verbalize the information gleaned through the receiving and reviewing stages.

1. During discussions, observe pupils' responses to questions or ideas. Do the other pupils understand what each other is saying?

   Help pupils who have difficulty making their meaning clear think of as many ways of saying something as they can, e.g., how many ways could they say "I think it is cold in here." Have them evaluate each of the ways for effectiveness of communication.
2. If there seems to be a lack of understanding on the part of pupils about what was really said, help them to make clarifying or verifying statements and comments. For example, if one pupil says "I'm interested in horses" a second one might say "Do you like to ride horseback" or "Do you have a horse?" In this way, pupils learn to get more information from other people.
3. Give pupils opportunities to think of responses to "yes" and "no" answers. They should have skill in knowing what to say if someone answers their questions with a "yes" or "no." They should be able to decide if they want more information or if they want to accept a simple "yes" or "no" response.

   Roleplay situations in which the other person must get more information than "yes" or "no" will provide.

Receiving and Reviewing: These components are internal processes. The tasks involved are hearing, following, linking and evaluating. Competency in these areas is evaluated in terms of the responses made.

1. To develop skill in listening or hearing, give pupil or pupils a series of verbal directions.

   They may either repeat directions or they may carry out directions.

   Reviewing skill can be evaluated in terms of the pupil or pupils following through with directions in proper sequence.
2. During class or small group discussions, observe pupils to see if they are following conversations.

   Asking such questions as "Does Marcia's comment have anything to do with what Larry just said?" or "Kent said earlier that he is interested in animals. How will that affect his feelings toward the man in the story?" help pupils to see relationships and to link one part of a conversation to another.
3. Having pupils put events into sequence helps with developing following skill. Orally give pupils a series of steps such as:

   The man put on his coat.
   A man had a letter to mail.
   He put the letter in the mail box.
   He walked to the mail box.
   He opened the door.

   Have them verbally put them in the right sequence.

   If this task is too difficult, reduce the number of events given. If it is still too difficult, use concrete objects or pictures. As they place them in order, have them say aloud the steps.

Synthesizing Information: Internalization and determining relationships are tasks required in the synthesis stage.

1. Have pupils read a story about someone in the world of work. After they have read the story, have them tell how they are dependent on that worker and how tasks the worker performs are similar to tasks the pupil performs.
2. Give pupils some make-believe new information, e.g., from now on all cars have to have red headlights. Have them write a story on how this will affect their lives.
3. Take a walk around school neighborhood. In small groups discuss things they remembered about trip. Talk about why some pupils remembered one thing while others remembered another. Relate to interests and past experiences.

Generalizing Information: Being able to relate one thing to another is the basic skill required in generalizing.

1. After observing a school worker or reading about a worker, have pupils list the tasks the worker performs that they like and those they don't like.
2. Have pupils predict what work tasks two of their friends would like/dislike.
3. Identify ways math learnings help various workers carry out their jobs more efficiently.

REFERENCES

Material in the INTERVIEWING and FIELD TRIP sections is adapted from material created by Carolyn Magnuson and Margaret Cline for the Columbia, Missouri Public Schools.

APPENDIX E

WORLD OF WORK
FIELD TRIPS

WORLD OF WORK

FIELD TRIPS

Overview

As has been previously mentioned, field trips have been a part of the elementary curriculum for years. Pupils have been visiting bakeries to see bread being made, the farm to see farm animals, or the fire station to see the pole that firefighters slide down for as long as most people can remember. Traditionally, the focus of field trips has been on products or objects. Rather than just looking at the steps in baking a loaf of bread, the people involved in each step are observed and talked with to discover the answers to such questions as "What work tasks do you perform?" and "How do you feel about your work?". The person in the world of workers becomes the main thrust.

Exploring the world of work through field trips increases the relevance of the world to pupils. Increased relevancy of the world results in an increased classroom interest on the part of the pupils. The teacher will be able to use this increased interest in improving the quality of living in the classroom. Field trips bring life centered activities into the classroom and guide children into involvement in a realistic and natural manner.

Traditionally, field trips have been thought of as being a time when the teacher takes the class by car or bus to a site away from school. The energy crisis has caused many school districts to reduce or cancel field trips. This means that school personnel involved in Career Education programs must create other opportunities for pupils to observe the world of work first hand. Even if the energy crisis or budgetary changes haven't effected field trips, alternatives to bus or car field trips are worthwhile consideration in Career Education. Some possibilities are:

...Take a walking tour of the school community. What businesses or industries are in the immediate neighborhood? Who has an office at home--perhaps a salesman or a builder is within walking distance.

...Plan a full-fledged field trip to the school library or school office. Pupils see these places in passing, but seldom do they really know what work tasks school personnel perform.

...Be aware of workers around the school building--outside as well as inside. Telephone repair persons, power company workers, milk delivery persons and trash disposal people all provide.pupils with the opportunity to observe workers at work. Talking with these people helps them gain a greater sense of self-identity, too.

...Encourage family field trips. Consider having school age children from the same family make a group presentation about their world of work exploration.

When you put your own creative thinking to work, you'll be able to imagine even more possibilities for field trips that require human energy rather than natural resource energy.

Preliminary Planning for Field Trips

Trips outside the classroom must be carefully planned if they are to be a worthwhile learning experience. A successful field trip involves many people. The understanding each person has of his or her role and the way in which that role is executed will determine the value of the learning experience. The planning of the field trip is in itself a learning process for pupils. The exact procedures to be followed in planning a field trip will be determined by school system policy; however, there are some general ideas that are applicable to any school system.

A re-education of the people to be visited is one of the first steps in planning. People in the world of work are accustomed to a group of students coming in, looking at the product produced, asking a few pertinent questions about the production or process involved and leaving. Because field trips a la Career Education focus on people, it is necessary to talk with the people involved prior to the field trip so that they will know what to expect. Field trips which focus on people will require that people at the sites to be visited will plan differently. This type of field trip emphasizes talking with several workers at a worksite, thus they necessitate involvement of more than one person and the planning for space and time for asking questions. Some worksites may not be able to accommodate field trips a la Career Education. Perhaps workers will not be permitted to talk with a group of visitors or maybe safety regulations prevent pupils going to a certain part of the worksite. In these cases there may be some alternatives that can be implemented, e.g., the worker visiting the classroom or one pupil arranging for a 1:1 interview.

The following section offers some seeds to be planted within educators' minds. Their growth will result in a plan for gaining commitment to field trips a la Career Education from local business and industry representatives. The exact procedure that is followed will be determined by each person's situation. Whoever is responsible for the planning of field trips--teacher, counselor or administrator--should adopt perserverance as a byword! They should keep in mind that they are asking people to make a change in their business operations. It may take business and industry people a while to see where fild trips a la Career Education fit into their daily operation.

Gaining Community Commitment to Field Trips

A field trip a la Career Education means that the personnel at the worksite to be visited must make some changes in his traditional way of dealing with groups of visitors. They must commit themselves to refocus their tours to include people as well as products. One way to get this commitment is for school personnel to conduct a Community Resource Survey. (See sample survey p. 129). Through the survey, people within the community who are willing to participate in the world of work exploration will be identified. The survey should include a wide community area rather than just the immediate school community.

Once a willingness to participate has been established, it is essential that a personal contact be made with the business so that they will know ways they may help make the field trip meet the goals for pupils. There are a number of ways the personal contact might be made. The following paragraphs offer suggestions for three ways. The first two require involvement and commitment on the part of all school personnel while the third is a suggestions for individual teachers.

A visit by a member of the school staff to each worksite is the ideal way to make personal contact. In this way the staff member is able to obtain first hand information about the facilities available and the kinds of experiences the pupils will have. Personnel at the worksite will have the opportunity to clarify questions they might have. This method is time consuming and unless there is time during the working day for staff members to make the visit, it may be difficult to meet with the necessary personnel. These immediate barriers might prevent a school system from giving this possibility further consideration; however, the benefits should be considered before the idea is discarded completely. By having a variety of school personnel make the personal contact staff knowledge and awareness of the world of work will be increased. Through personal contacts by individual teachers, counselors or administrators, people in the world of work will have an opportunity to gain first hand information about the activities of the schools.

A second possibility for making personal contact is to invite a large group of worksite representatives together for a meeting at the school or othercentral location. During the meeting school personnel might present an explanation of what is expected as a result of field trips. Having a group of students model or demonstrate a typical interview would be helpful to the business and industry representatives. Time should be reserved for small group discussions in order that specific questions may be answered. This type personal contact assures that the same information is given to each person. It also enables representatives of business and industry to meet and talk with each other.

A third possibility for personal contact with worksite representatives is to have individual teachers identify the worksites their pupils will visit and invite representatives of those sites to their classrooms. In this way pupils will be able to assume responsibility in identifying some of their own expectations for worksite visits and for answering questions of the representatives. Representatives may be invited in singly or as a group, whichever seems most workable for individual teachers.

The personal contact portion of planning for field trips a la Career Education is time consuming and may become a complex task. It is also one of the most important parts of the planning and preparation. Obtaining the commitment of business and industry personnel will maximize the potential of field trips in developing an awareness of the world of work.

Though making personal contact with representatives of business and industry will require school personnel to become involved in a new way, a staff which is truly committed to the Career Education concept will be willing to devote time to exploring all possibilities for the effectiveness of the program. They will be willing to devote time to proper preparation and pre-planning. The increasing use of aides, para-professionals and volunteers makes it easier for educators to utilize their time in ways other than paper work and detail. It may even be desirable in some school for someone other than certificated personnel to make the personal contact. Whatever the choice of method for personal contact, it is mandatory that worksite personnel know what is expected during a field trip. It is also important for school personnel to know what the worksite has to offer to fulfill the needs of pupils.

Field Trip Resource File

Establishing a field trip resource file is the next step in planning for field trips. After commitment has been obtained from business and industry representatives, the names of those willing to participate should be organized in some way. If it is to be a school-wide file (i.e., for the use of every teacher) care must be taken that every teacher has easy access to it. Someone must be responsible for keeping the file up to date. Each year, follow-up contacts should be made with business and industry representatives to make sure they want to maintain their commitment. Outdated information reduces the usefulness of the file to school personnel.

A loose-leaf notebook or a card file might be used as the organizer (see pages 130 and 131 for samples of each). One advantage to using a notebook is that the pages can easily be reproduced and distributed to school staff. Included in the file should be teacher and pupil evaluations of each worksite visit. This portion of the file will be helpful when others are planning their worksite visits (see page 132 for sample). It is important that the field trip resource file be well publicized and that classroom teachers contribute ideas for the information to be included. Teachers and other educators who use the file should be informed as new information is gained.

Classroom Planning for Field Trips

Preliminary planning complete, educators are now ready to begin the process of a real world exploration with their pupils. The teacher is the key person in the planning and taking of the field trip. The planning he or she directs will determine the learning potential of the venture. Teachers know the most about the interests and capabilities of their pupils and the physical limitations of their particular situation. The fundamental "how's" of making the trip will be about the same from classroom to classroom and school to school but the "when" and "where" will be a decision made by each teacher and her or his pupils. To be considered in "how" to plan a field trip is the classroom preparation, administrative procedure and the identification of individual responsibilities. "When" and "where" the class goes will be determined in part by the size of the group, abilities of the group, parent support and attitude of the administration. The possible places to go for field trips are unlimited. In planning, educators should keep in mind that all field trips do not have to be made by an entire class--a small interest group might be sent to bring back certain information to share with the class. (This procedure requires that some special planning be made with the parents and school administration.)

Common to every field trip will be a skeletal outline of preparation and general responsibilities. The specifics will be determined by the needs presented by each field trip. A suggested outline follows:

I. Decide to take a field trip
    A. Identify site (where going)
    B. Identify participants (who's going)
II. Make physical arrangements
    A. Obtain permission from the principal
    B. Contact and obtain permission from the person in charge of the place to be visited.

- C. Obtain permission for pupils to go on field trip from parent or guardian
- D. Arrange for bus or for parents to drive if place to be visited is not within immediate community

III. Plan details of visit
- A. Pre-trip planning
  - 1. Gather factual background information
    - a. from books
    - b. from resource persons
    - c. from filmstrips/movies
  - 2. Talk with pupils about expectations of trip
    - a. workers to be seen
    - b. tasks performed by workers
    - c. product produced
  - 3. List anticipated questions
  - 4. Decide how information will be recorded
  - 5. Discuss specific details
    - a. time and date of field trip
    - b. method of transportation
    - c. individual responsibilities
    - d. special needs
      - 1. clothing
      - 2. food
      - 3. equipment or tools
- B. Post-trip planning
  - 1. React to field trip
    - a. discuss expectations of field trip and compare with actual experiences
    - b. select group to make written reactions to field trip (see form page 132)
    - c. select group to write a note of appreciation
  - 2. Extend and share field trip experiences
    - a. gather information to answer questions that arose as a result of the new experience
    - b. write stories, create songs and plays
    - c. make charts, murals, booklets
    - d. plan three dimensional display

Though this may seem like a lot of detail to follow, careful planning will lead to a more meaningful field trip experience for teachers as well as for their pupils.

SAMPLE LETTER TO COMMUNITY RESOURCES

ANYWHERE PUBLIC SCHOOLS
ANYWHERE, OKLAHOMA 70000

July 25, 1976

Mr. Norman Moore, President
Needs Analysis, Inc.
Anywhere, Oklahoma

Dear Mr. Moore:

During the 1976-77 school year the Anywhere Schools are initiating a Career Education program. One of the several purposes of the program is to help pupils develop an awareness of the world of work and workers. The key to this part of the program is for pupils to have person to person contact with people in the world of work--people who work in all types of occupations, in all types of settings. The program begins in kindergarten and continues through grade twelve. Your participation in the program will make it more meaningful to the pupils.

Explorations of the world of work will be done through field trips and classroom visits by resource people. Would you be willing to help us in either one or both of these areas? The field trip aspect of our exploration is a little different from the field trips we've usually taken. Field trips with a career education focus emphasize people as well as products. This means that when we visit various worksites we want to be able to interview several people about the tasks they perform, what they like about their work, what training they had to have to get their job and some of the things they do in their leisure time. Through questions such as these pupils are able to expand and enrich their knowledge about the world of work. Classroom visits by resource persons will have the same focus--interviewing persons in the world of work to discover personal reactions to occupations.

Would you be willing to help our program get started by letting us include your company as a resource for field trips or classroom visits? Enclosed is a form for your response. Because we want to get the pupils involved as soon as possible, we'd like your response by August 15, 1976.

I hope you will seriously consider working with the program. I feel that it will be rewarding for you as well as for the students. Please call me if you desire additional information. I'd like to tell you more about our program. Thank you for your time!

Most sincerely,

Ima Counselor

Ima Counselor

IC/td

Enclosure

COMMUNITY RESOURCE QUESTIONNAIRE

Community Resources
(To be sent with letter to community resources)

1. Name of Business/Industry____

   Address______________________________________Phone____________________

2. To arrange visit contact____

   Job Title______________________________________Phone____________________

3. Is tour most appropriate for 5-8 year olds_____, 9-11 year olds________, both________

4. How large a group can be accommodated at one time?____________________

5. Is it possible for a large group to divide into several smaller groups and each be able to have more in-depth experiences?____________________

6. How many school groups can be handled each school year?____________________

7. Is there a best time of the year_____ month_____day_____ to visit? If so when?____

8. How much time is needed for visit?____________________________________

9. Is there any cost to pupils?____________ to school?____________________

10. Are there eating facilities for pupils?________________________________

11. What are some of the unique things pupils will experience at your business or industry?____

12. Are there any instructional aids available to us for either pre- or post-visit use? If so what are they and how may we obtain them?

13. Are there any special safety precautions we should take with pupils prior to the visit?____

14. Can your school community help you in any way?__________________________

FORM FOR LOOSE LEAF NOTEBOOK

RECORDING FIELD TRIP RESOURCE INFORMATION

Field Trip Resource

Type Resource:*________________

1. Business____________________Address________________________________
   Phone______________________
2. Contact_____________________Address________________________________
   Phone______________________
3. Most appropriate for primary_____intermediate________both___________
4. Maximum group size________Can group divide into smaller groups?
   ________________Maximum school groups per year______________________
5. Best time to plan visit_________________
   Time needed for visit____________________
6. Cost: to pupils______________ to school______________
7. Eating facilities______________________________________
8. Unique features of visit____
   ____
9. Instructional aids available______________________________________
   ____
10. Obtain from______________________________Phone______________________
11. Safety precautions____
    ____

*This space is for the way the resource is classified according to the school--or teacher--established classification system.

CARD FILE FORM FOR RECORDING FIELD TRIP RESOURCE INFORMATION

Field Trip Resource

Type Resource__________

1. Business__________Address__________Phone__________
2. Contact__________Job Title__________Phone__________
3. Most appropriate for primary___intermediate_____both__________
4. Maximum group size________Can group divide into small groups?
   ________Maximum school groups per year__________
5. Best time to plan to visit__________
   Time needed for visit__________
6. Cost: to pupils__________ to school__________
7. Eating facilities__________
8. Unique features of visit__________
9. Instructional aids available__________
10. Obtain from__________Phone__________
11. Safety precautions__________
    ____

FORM FOR FIELD TRIP EVALUATIONS

Field Trip Evaluation
(to be completed by teachers and pupils together)

Place visited____________________. Is a resource form available in file for this worksite? If not, who was contacted____________ phone________________

Brief description of visit______________________________

Who may be interviewed?______________________________

Who may be seen at work?______________________________

What was the best thing about the visit?______________________________

What would you tell your friends about the visit?______________________________

Do you recommend that others take the same trip?_________Why or why not?

What could be done to make the trip better?______________________________

APPENDIX F

CLASSROOM VISITS
BY
RESOURCE PERSONS

WORLD OF WORK

CLASSROOM VISITS BY RESOURCE PERSONS

Inviting resource persons to the classroom provides an opportunity for exploration of the world of work without leaving the school building. Most of the procedures that are followed in planning field trips will be applicable to planning for people coming into the classroom. Inviting people into the classroom to talk with educators and pupils serves a two-fold purpose--it provides opportunity for getting more personally acquainted with people in the world of work and it provides opportunity for people in the world of work to visit a school to see first hand what's happening in education today.

People representative of a variety of occupations will be invited to visit the classroom. It has been common for teachers to invite dentists, nurses, and fire fighters, but seldom are garage mechanics, morticians and back hoe operators asked to talk with classes. Being asked to speak to a class about their work helps to improve the worker's self-work concept.

When pupils are first beginning to put their interviewing skills to work, classroom visits by resource persons enable them to try their new skill free from distractions. These visits will facilitate the pupils becoming comfortable with all types of world of work explorations.

Obtaining Classroom Resource Persons

There are several ways to go about the process of getting classroom resource persons. The immediate resources provided by pupils in the class may be utilized. Parents or other people close to pupils are probably the easiest to involve. Creating a school wide resource file utilizing parents of all pupils is a second possiblity. The third way of seeking resource persons is to conduct a school attendance area survey to get involvement of people who have school-age children as well as those who do not.

Utilizing parents of pupils in your class is an excellent way for children to begin identifying more closely with the work of their parents and/or other adults. At the beginning of the school year, a form and a letter sent home with each child is one way to recruit volunteers. (See page 139 for a sample letter.) After the letters have been returned, the teacher must decide on a way to file them. A classification system based on the workers and/or units studied in the classroom may be developed to use as an organizer for the file.

It is important that a plan is made for informing the resource persons what is expected of them during their visit. The ideal would be to invite the group of volunteers into the classroom for a model visit. During this time pupils could demonstrate an interview of them by interviewing the teacher, other school personnel or even one of the visitors. The resource persons would in this way have a better understanding of the abilities of the pupils in your class.

If inviting the entire group is not feasible, a letter to each resource person is another method for letting them know what is expected of them. This letter should include suggestions of things they might bring, sample interview questionsand something about the attention span of the pupils. The letter on page 141 is a sample of one that may be adapted to special needs.

A school-wide resource file would be established in much the same way as a room resource file. A form letter could be sent to each family with school age children. When responses are received it will be necessary to develop a filing/classification system. A committee of school personnel or community volunteers are possibilities for accomplishing this task. The system adopted should correlate with the system established for filing field trip resources and, like the field trip file, should be useful and accessible to all staff members.

Educating the participants to their role is a major responsibility of school personnel. A meeting of all the participants is one possibility. This meeting might follow somewhat the same format as that suggested for the individual classroom meetings of resource persons. It might be best to divide the large group into small groups for a portion of the program--particularly for observing a model interview and for asking questions. Pupils should be utilized as much as possible in the presentation.

Again, if inviting the large group is impractical for specific situations, a letter to each person would be appropriate. The letter on page 139 can be modified for use as a school wide communique. Before you decide definitely to use letters as a means of communication, consider again the advantages of personal contact with the resource person.

A school attendance area survey is a complex but worthwhile endeavor. Its purpose is to provide the entire school attendance area residents with the opportunity to participate in in-school Career Education activities. There is a wealth of human resource the school is not utilizing because these people do not have school-aged children. Involving them in the school programs will enable them to have a greater understanding of what's happening in schools.

This project will take a great deal of human power and coordination and will require the involvement of all school staff. It may become an ongoing project that is not completed within one school year. The value of undertaking this project may be beyond involving these people as resource persons--it may become a source of volunteers for other parts of the school program, as well as a source for supporters of a critical bond election.

To get the project started, the creation of a task force will be helpful. Members of the PTA or other parent groups, pupils and school personnel should be involved as members of the task force. The purpose of the task force is to formulate plans for conducting the survey. This group of people may terminate their responsibilities once plans are underway or it may remain as the coordinating unit for the survey. Exact details of conducting and utilizing a survey of this type will be determined by the local school situation. The following general hints and suggestions for preliminary planning, for conducting the survey and for using the information will provide some starting points.

...Identify exact area to be surveyed, divide area into sections
...Decide who will be used to conduct survey (using 5th and 6th grade pupils will enhance their awareness of their school community)
...Decide upon information to be sought through interview
...Recruit survey participants
...Plan a meeting for surveyors to provide them with materials and other information they will need for survey
...Plan ways to gather and organize information (consider having team captains), develop a survey form
...Establish deadline for gathering and returning information
...Publicize survey so community members will be expecting surveyors
...Send follow-up letter to volunteers; include information about when they may expect to be called
...Organize resource file
...Make an effort to utilize as many people as possible in as many ways as feasible
...Follow-up contacts each year

The benefits of this type endeavor are great. Very possibly new friendships will be formed, retired persons will be given an opportunity to use their life knowledge to help youngsters, pupils will be able to learn more about the people who live around them and the school will gain a whole new source for human involvement. It is complex and certainly won't be easy--but the possibilities are endless!

Classroom Preparation

Many of the procedures you follow for field trip preparation will be applicable to classroom visits by resource persons. As in taking field trips, a skeletal outline is appropriate for each classroom visit. The details will be determined by the situation each visit presents. The following outline is suggested as a possible preparation procedure:

- I. Decide to invite a resource person to classroom
  - A. Identify person
  - B. Identify audience
- II. Make physical arrangements
  - A. Contact resource person
  - B. Decide where (in classroom, auditorium, other) conversation will be held
- III. Plan details of visit
  - A. Pre-visit planning
    - 1. Gather background information
    - 2. List anticipated questions
    - 3. Decide how interview with resource person will be recorded
    - 4. Identify individual responsibilities
  - B. Post-visit planning
    - 1. React to visit
      - a. discuss visit in terms of expectations and actual happenings
      - b. select group to make written reaction for future reference
      - c. select group to write note of appreciation to resource person
    - 2. Extend and share classroom visit experiences
      - a. gather information to answer new questions
      - b. create a way of telling others about new information
        - 1. 3-D display

2. charts, posters
3. plays, songs, poems

Classroom visits by resource persons offer an excellent learning opportunity for everyone involved. To maximize the potential of each visit, advance preparation is necessity. Pupils, educators and resource persons each must know their responsibilities and the expectations others have for them. With efficient planning each person will feel comfortable with his or her role.

SAMPLE LETTER TO PARENTS

ANYWHERE PUBLIC SCHOOLS
ANYWHERE, OKLAHOMA 70000

September 1, 1976

Dear Parents:

This year your children will be involved in an exciting new program--Career Education. You'll be hearing all the details at the first parents-teachers-students group meeting of the year on September 17, 1976, but I want to tell you a little bit about it now. I would like to get some of you involved in the program prior to the meeting.

One of the several purposes of the program is to increase pupils' awareness of the world of work in general and workers in particular. We want pupils to begin to understand the interdependence of people, the interrelationship of school and the world, as well as the personal relevance of academic learning to the tasks they are now or will be performing.

We plan to visit actual worksites of people and to interview workers to begin understanding what workers do--both on the job and in their leisure time. We will invite workers into our classroom to tell us about their job, to show us their tools and to answer our many questions.

I believe (as does the rest of our school staff) that using the parents of our pupils will enrich the program. I also believe that the utilization of parents will help individual pupils to develop a greater understanding of their parents' roles as workers and as family members. Will you come to school and tell our class about your occupation? to tell what you do and what tools you use? to tell us the steps required to get to be the worker you are? I hope you will think seriously about it.

Attached is a form for you to fill out to let me know whether or not you'll be able to visit us. Please feel free to call me if you have any questions at all. Thank you for your time and I hope to see you September 17 if not before.

Most sincerely,

Vera Good Teacher

Vera Good Teacher

VGT/td

Attachment

FORM FOR PARENT RESOURCES

Parent Resources
(Please fill out and return to school)

Name: Mother______________________Father______________________

Child's name:_____________________________

Would either or both of you be willing to come to school to talk with pupils about your occupational experiences?_______________________

Would it be possible for pupils to visit your place(s) of business?

____

Mother's Occupation:____

Father's Occupation:____

What are your non-work interests? Any special hobbies or talents?

____

____

____

In what other occupations have you worked?______________________

____

____

Are there states or countries of which you have first hand knowledge?

________________ Which ones?____________________________________

Is there anyone else in your family who has special skills, knowledge, or experiences?____

____

LETTER TO HELP PARENTS PREPARE TO BE RESOURCE PERSONS

ANYWHERE PUBLIC SCHOOLS
ANYWHERE, OKLAHOMA 70000

September 25, 1976

Dear Parents:

Thank you for volunteering your time to serve as a resource person in our new Career Education program. We are looking forward to your visit!

Enclosed you will find a page of general information which will help you prepare. If you have any questions that aren't answered on the sheet, please feel free to call--we're here to help you in anyway we can.

Again, we all appreciate your time! Your child will be especially glad you're coming.

Most sincerely,

Prince A. Pal

Prince A. Pal

PAP/td

Enclosure

INFORMATION FOR CLASSROOM RESOURCE PERSONS

The following ideas are offered to give you an idea of what we expect from you and to give you an idea what to expect from us. We're glad you're coming to visit us. Remember--none knows more about you than you!

Overview: Through visits with resource persons, pupils (and teachers) will become more knowledgeable about the world around them. They will begin to understand what people in the world do as workers, as leisure participants or family members. They will begin to learn more about the various places people are--worksites, home, community. They will begin to understand the effects different events have on people--natural events and unexpected events.

When you arrive: Go to the office. The secretary will let us know you have arrived and our hostess or host will come and get you.

What to wear: Because becoming familiar with the attire of various workers is a part of our awareness program, if possible, please wear what you ordinarily would wear to work. If you wear a uniform we would like for you to tell us about it. Why do you wear a uniform? Are there special safety features to it?

What to bring: We want to learn as much as possible about your occupation so please bring whatever tools, equipment and samples of your work that you can.

What to talk about: We want to know the name of your job and where you work. Tell us, too, about the tools, etc. you bring to class. Your uniform has already been mentioned--we want to know about that, too. We want to interview you, too. While you are telling us about your work, we will think of other things we want to know. If we ask you a question you don't feel comfortable answering--just tell us--we understand!

How long to take: It's hard for us to sit still longer than 20 or 30 minutes.

Interview: These kinds of things might be asked in the interview:

1. How long have you had your job?
2. Have you ever worked anywhere else?
3. Tell us about a typical day. Do you always do the same thing? You might want to share with us some of the funny or exciting things that happen on your job. What do you like most/least about your work day?
4. What could we expect to make in the beginning. How high could we go?
5. What are the educational and experience prerequisites?
6. Is job seasonal? Explain.
7. Is there a special vocabulary for your job?
8. Where can we get more information?

APPENDIX G

ACTIVITIES FOR IMPROVING BODY IMAGE

ACTIVITIES FOR IMPROVING BODY IMAGE

Activities and procedures for developing body image are described below.

A. Activities to Develop Self Awareness, Self Indentification, and Body Image

1. On a table display objects and pictures that might help a child tell a story, "All About Me". Included might be a baseball, a football, a doll, pictures of children in swimming, pictures of babies, pictures of animals, or any other stimulus that would help the child project a self image of himself to others.

2. One player stands in the center of the circle and calls out "Do as I do". He then executes some action such as hopping, running in place, jumping, etc. After one or two turns he chooses someone else to be it.

3. Play a game called "Can You?" Can you make yourself look flat? Can you make yourself look round? Can you move like an elevator? Can you run like a horse?

4. The teacher describes a certain child, giving obvious characteristics of that child. The children guess who the teacher is describing.

5. Help the child make a human figure out of clay. Have him call it a boy, a girl, or a daddy or mother. Show him where the parts are attached to make the whole. Talk about the top, bottom, the front, and the back of the figure. Encourage him to make a boy, a horse, or himself of clay.

6. Have two children work together to make a life-sized outline of each other. (Lie on a large piece of paper on the floor. One child draws around the other.) Cut it out, and put on the face, hair, clothing, etc.

7. Have a child look into a large mirror and touch his head, ears, hair, back, feet, etc., and then draw himself.

8. Have child assume different body positions while standing in front of a mirror (e.g., jump, clap hands, arms out, arms up, hand on head, etc.) If he can, have him tell or describe what he is doing.

9. Make large cardboard cutouts of pieces of the entire body. Let child assemble pieces in the correct positions. Do the same thing with parts of the face, use clothes, etc.

10. Draw partially completed figures or faces on chalkboard or on paper. Let child complete them.

11. Draw figures of body on the board, part by part, child touches the same part of himself as it is drawn.

B. Activities to Develop Awareness and Recognition of Body Parts

1. Those games which utilize parts of the body are good reinforcement and are excellent transition games. In this song the child experiences touching parts of his body with his hand and verbal expression.

On my head my hands I place
On my shoulders, on my face
On my hips and by my side
Then behind me they will hide.

I will raise them up so high
Make my fingers quickly fly
Hold them out in front of me
Quickly clap one, two, three.

Make up additional verses. Include ears, eyes, cheeks, nose, neck, waist, knees, toes, etc.

2. Simon Says: The children stand and do what the teacher or another child says. Example: "Put your elbows together; spread feet apart; touch right knee with left hand; clasp hands behind your neck."

3. Use a riddle game to teach body parts. Examples: "You have two of these. They open during the day and close when you sleep" (eyes). "You have only one of these. It is in the middle of your face. You can smile with it." (mouth). "There are two of these. They tell you when Mother is calling you or if the fire engine is going to a fire" (ears). A discussion of the differences and uses of various body parts may follow.

4. Take large pictures of people from magazines or paper doll books and mount them on cardboard, covering them with clear contact paper. Separate body parts by cutting like a puzzle. (You may simply draw felt outlines of various body parts.) You, or a child, may call out the parts while one child puts it together. Say, "Find an arm," "Find the hands," etc. Then the child places them on the proper place on the body. This procedure may also be used with parts of the face and may be simplified by allowing the child to draw parts on the blackboard. In this case, the teacher may erase one part at a time asking the class, "Which part is missing?"

5. Using modeling clay the child can construct various simple body parts.

6. Imitating body parts: Make a movable man with labeled body parts. Move the man and have the children imitate its movements.

7. Cut out geometric shapes and let children paste them on paper to represent a person. Circles make hands and heads; triangles make bodies; rectangles make feet, bodies, arms, or legs; squares make feet, hands, or body.

8. Sing: Head, shoulders, knees and toes,
Knees and toes, knees and toes,
Head, shoulders, knees, and toes,
Clap your hands and touch your nose.

Children touch the parts of the body as they sing. Change the words using different parts of the body and different actions for the end.

9. Body Members:

These are my ears, and I have two.
These are my eyes, and I see you.
This is my chin, that moves to talk.
And I use my legs to take a walk.
See how I breathe through my nose.
I have to bend to touch my toes.
Shoulders and chest, arms and head,
And with all of them jump into bed!
Ears and eyes and chin and legs,
Toes and chest and nose,
Shoulders, arms, and then the head
So this is how it goes.

Sequence may be changed on last four lines to keep up interest.

10. Things My Body Can Do:

I have five fingers on each hand,
Ten toes on both feet,
Two ears, two eyes, one nose, one mouth
Two ears, two eyes, one nose, one mouth
With which to gently speak.

My hands can clap. (Clap three times.)
My feet can tap. (Tap feet three times.)
My eyes can brightly shine. (Blink eyes.)
My ears can hear. (Cup hand to ear.)
My nose can smell. (Sniff.)
My mouth can speak a rhyme. (Cup hands to mouth.)

11. My Body Does These Things:

My head nods.
My elbows bend.
My eyes move,
For hours on end.

My waist twists.
My hands clap.
Or just stay still
Upon my lap.

My legs stretch.
My arms do, too.
I curl my toes
Inside my shoes.

12. Where Is Thumbkin?:

Where is Thumbkin?
Where is Thumbkin?
Here I am.
Here I am.
How are you today sir?
Very well, I thank you.
Run away. Run away.

Other Verses:
Where is pointer?
Where is tall man?
Where is ring man?
Where is pinkie?
Where are all men?
Tune: Are You Sleeping?

(Actions: Players show finger designated in each verse. On "run away" players put both hands behind back in preparation for next verse.)

13. Hey Everybody:

Hey everybody, touch your nose (head, hand, ear, leg, arm)
Hey everybody, close your eyes
Hey everybody, stand up tall
Hey everybody, jump up high
Hey everybody, turn around (walk around, skip around)
Hey everybody, bend your arm.

14. Teddy Bear:

Materials: Jumping Rope. If jumping rope is too difficult for the child, just lay the rope on the floor and let the child jump over it while he says the rhyme. Different parts of the body can be used instead of "Touch your knee."

Teddy bear, teddy bear, turn around
Teddy Bear, teddy bear, touch the ground
Teddy bear, teddy bear, touch your knee
Teddy bear, teddy bear, run out for me.

15. Hokey-pokey:

Sing and play circle game: "Put your left foot in and pull your left foot out; put your left foot in and you shake it all about, etc."

16. Finger Play Game (Using Whole Hand):

Open them shut them,
Give them a clap.
Open them shut them,
Lay them in your lap.

Creep them slowly upward,
To your rosy cheeks.
Open wide your shiny eyes,
And through your fingers, peek.

Open them shut them,
To your shoulders fly.
Let them flutter like little birds,
Flutter to the sky.

Falling, falling, slowly falling,
Nearly to the ground. (bend as near the floor as possible)
Quickly raising all your fingers,
Twirling them around.

17. Here I Am:

On my face I have a nose,
And way down here I have ten toes.
I have two eyes that I can blink.
I have a head to help me think
Here's my chin, and very near
I have to ears to help me hear
I have a mouth with which I eat
And when I run I use my feet.
Here are arms to hold up high
And here's a hand to wave good-bye.

APPENDIX H

UNFINISHED STORIES
FOR
FOR DISCUSSION AND ROLE PLAYING

UNFINISHED STORIES FOR DISCUSSION AND/OR ROLE PLAYING

Grade level: Primary

Purpose: This story explores behavior which is accidental. It helps children discriminate between accidental and purposive behavior.

Situational Story:

During their play time, the children could play anything they wanted. Laurie and Pam decided to play hopscotch. Bob and David were playing tag. They were running fast. David was determined to catch Bob. Bob was trying to get away. He ran right through Laurie and Pam's hopscotch game, kicking one of the rocks out of the squares.

Suggested discussion:

How did the girls feel?
What could the girls do?
What could the boys do?
Why did the boys do this?

Other activities:

Discussion of classroom and playground situations
Role playing

Grade level: Primary

Purpose: Some children alienate children. This story should help children realize why they alienate their peers and give them ideas for making friends.

Situational Story:

"I think I'll see if Tommy will play with me," thought Brian. "There he is over by the jungle gym."

Brain ran over to Tommy. He grabbed Tommy's jacket and pulled him around.

"Look what you did! You tore my jacket," cried Tommy. "I'm going to tell the teacher."

"Golly, I guess I'll play be myself," thought Brian, "If you touch anyone they start griping."

Suggested discussion:

How does Brian feel?
How does Tommy feel?
Can you help Brian make some friends?

Other activities:

Discussion of classroom and playground situations
Reversed role playing
Book - Play with Me
Creative writing - (for example, "What I Like About My Friends" or "What Does It Mean to be a Friend?")

Grade level: Primary

Purpose: This story and the discussion helps the child who does not take turns see alternate ways of behaving. Also other children will have a better understanding of why a child does not take turns.

Situational Story:

It was recess time. The children were enjoying the warm weather. Some were playing tag; others, ball; and some were just visiting.

Cindy, Judy, Debbie, and Lisa were taking turns jumping rope. Jane came running up, saying, "I want to play."

The girls said, "All right."

When it came Jane's turn, she missed on her second jump. "That didn't count! You turned too fast! I get another turn!"

Suggested discussion:

How could Cindy, Judy, Debbie, and Lisa react to Jane?
How did Cindy, Judy, Debbie, and Lisa feel?
How did Jane feel?
In what other ways could Jane have behaved?

Other activities:

Discussion of classroom and playground situations
Role playing
Creative writing - (for example, "Reasons for Taking Turns")

Grade level: Intermediate

Purposes: This story may help children build desirable attitudes toward courtesy in their relationships with their peers and others. Discussion may bring out an understanding of why some people always want to be first.

Situational Story:

Bill always likes to be first. When the children line up to come in, he pushes to be first in line. At the drinking fountain he has pushed several other children out of line and gotten in front of them. He wants to be first to recite, first to finish his assignments, and first in all games.

Suggested discussion:

Why might Bill be this way?
What would the other children think of him?
Are you guilty of wanting to be first all the time?
How might the other children help Bill?

Other activities:

Role play a variety of courtesy situations

Grade level: Intermediate

Purposes: This story should help promote discussion on how people feel when they lose. All children cannot be winners and accepting failure and handling resentment are an important aspect of personality development.

Situational Story:

The sixth grade boys were playing baseball. It was Jack's turn to bat and he felt sure that he could hit the ball a "mile."

The first ball Jack hit went foul, as did the next ball. The pitcher wound up again. Jack let the ball go by as he thought it was a little high.

"Strike three," yelled the umpire.

"It wasn't a strike. You can't see," Jack shouted.

"You're out," replied the umpire.

Jack threw down the bat and stomped away. "I'm not going to play. You don't know anything."

Suggested discussion:
- How would the other boys feel about Jack?
- Why would Jack leave?
- What should Jack have done?
- How does he feel?
- Do you think he'll play again?
- Should the boys let him?
- Someone has to lose, what if everybody acted this way?
- Do you think the umpire could have been wrong in a game and thought so?
- What would you have done?
- Do you suppose Jack acts this way in other situations?

Other activities:
- Act out the different ways the story could have ended.
- Poem - "Casey at the Bat"
- Creative writing - "How I Feel When I Lose"

Grade level: All grades

Purposes: This story may be used in helping children understand that at times they may have to wait, that what they want to do may not always work out, and other people may not be able to listen right away when they have something to tell.

Situational Story:

Alice ran home. She had gotten her arithmetic paper back and had 100 on it. The teacher had said it was "very good work." Alice burst into the house and yelled, "Mother."

"Alice, please be quiet. Can't you come in without all this yelling?" Mother turned and went back into the kitchen. She was busy trying to get Bobby to drink his bottle.

Alice took off her coat and rushed into the kitchen. "Mother!"

"Please Alice, can't you see I'm busy? Go watch TV." Alice turned and went into the living room.

Suggested discussion:
- How do you think Alice felt?
- What should she do?

Other activities:
- Discuss similar experiences the children have had.
- Role playing
- Creative writing

CRITIQUE

Your help is needed for revision of this publication. PLEASE respond to the following and forward your ideas to:

Mr. Blan E. Sandlin, Administrator
Guidance and Counseling Section
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

1. What do you like about this Handbook?

2. What do you dislike about it?

3. How would you improve it?

4. What ideas or materials did you use or find most helpful? Please list them.

5. What ideas or materials did you find least helpful? Please list them.

6. Please list your ideas that you have found successful and would like to share.

7. Other comments. (Use additional sheets if necessary.)

1979 SUPPLEMENT TO:

"ELEMENTARY GUIDANCE IN OKLAHOMA"
A TENTATIVE HANDBOOK

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MINIMUM CRITERIA FOR SCHOOL GUIDANCE PROGRAMS

Quality school guidance programs need (1) clearly stated professional goals and (2) identity of purpose which reflects the needs and interests of the local school community. If needs and interests are not so identified, the guidance program suffers lack of purpose, misallocation of human and financial resources and a general lack of community support. The impact of ill-defined programs is negative to the program's image within the local community and the image of school guidance programs. Ill-defined programs are extremely vulnerable to special interest groups within and without education, and taken collectively, represent a blight on the excellent record of school guidance programs in Oklahoma.

In an attempt to protect the quality of guidance services, the State Department of Education has adopted minimum criteria for guidance program approval. The criteria emphasizes assessment of quality educational programs rather than specification of program content. When these minimum criteria are satisfied, local programs will have a clear professional identity in the community.

This identity of professional intent is the necessary bench-mark against which the local program may constantly define itself, evaluate itself and improve itself. Such programs can play a vital role in the overall education of youth and can help reduce confusion and conflict over the role of school guidance programs.

MINIMUM CRITERIA

STATEMENT OF PHILOSOPHY
NEEDS ASSESSMENT
PROGRAM GOALS
OBJECTIVES
ACTIVITIES
EVALUATION OF OBJECTIVES
PROGRAM EVALUATION, REVIEW AND MODIFICATION
PERSONNEL
STUDENT RATIO
PHYSICAL FACILITIES
MATERIALS AND EQUIPMENT
BUDGET
CROSS-LEVEL PROGRAM ARTICULATION
PROFESSIONAL GROWTH AND DEVELOPMENT

Statement of Philosophy

The written philosophy of the guidance program must be compatible with the school's written philosophy and should reflect the unique characteristics of the community.

Needs Assessment

The needs assessment should include a sampling of the total community: students, former students, parents, teachers, administrators, civic organizations, referral agencies, business and industry. Student needs should be validated and prioritized before program goals and objectives are developed.

Program Goals

Goal statements are derived from student needs which are unique to each community and assist in the development of a guidance program that is tailored to meet those needs. Such statements describe the specific intent, purposes and intended impact of the guidance program on the community.

Objectives

Objectives are the core of the guidance program and represent specification of program goals. Both process objectives (ways of accomplishment) and product objectives (changes of student performance) are necessary.
A well-stated objective describes:

A. WHO is to perform
B. WHAT is to be accomplished
C. WHEN it is to be accomplished
D. HOW you know it has been accomplished

Objectives should also be developed to meet needs that did not emerge from the formal needs assessment, but which are basic to the developmental stages.

Scheduling of Relevant Activities

Activities are designed to achieve each objective. They are the vehicle through which objectives are met. Activities should be dated, relevant and stated so that the responsiblities are well defined and result in the attainment of each objective.

Evaluation of Objective

Evaluation of objectives is designed not to "prove", but to "improve". As each objective is developed, the means of evaluation (HOW) should be stated. After the completion of each objective, the evaluation should occur.

Program Evaluation, Review and Modification

Although on-going program evaluation is continuous, at the completion of each school year the total program should be reviewed. Each objective, its relevance and value should be carefully examined, reprioritized and changed, if necessary, before planning the program for the following year. Periodically (3-5 years) a new needs assessment should be conducted for the total program.

Personnel, Ratio, Facilities, Budget

A certified school counselor should be employed to coordinate the school guidance program. A maximum student-counselor ratio of 300 to 1 is recommended by state and national professional organizations. An easily accessible and attractive office with sufficient resource materials is desirable. Funds should be available for the purchase of necessary materials, equipment and publications.

Cross-Level Program Articulation

Regularly scheduled meetings of all counselors in a school system enhances the total developmental guidance process. Such meetings provide the opportunity for program coordination and increase the probability that student needs will be met.

Professional Growth and Development

Opportunities should be provided for the counselor to attend local and state conferences, and if possible, national conferences and workshops. It is advantageous to the local program for the counselor to keep abreast of the latest guidance trends, methods and materials.

Guidance is most effective when it functions as an integral part of the total school program. Guidance programs should be developmental in nature and should involve students, parents, teachers, counselors, administrators and community members as active participants. Activities of the program should focus on the strengths, assets and developmental needs of students and seek to be preventive. Such activities are directed toward each child's optimal educational development.

Schools should develop and implement comprehensive, developmental, on-going guidance programs based on assessed student needs. The counselor will coordinate the guidance program and work in a consultative relationship with teachers, administrators, parents, other school personnel and various community agencies. Informed and involved administration and faculty are prime determinants in a successful guidance program.

Guidance programs assist students: to develop positive attitudes toward self and others, accept responsibility, develop decision-making skills, develop interpersonal skills, develop problem-solving skills, acquire self-appraisal skills and develop a respect for the value and dignity of work. Such experiences will enable students to make adjustments to life's demands acceptable both to the individual and to society.

School Guidance Committee

The organization and work of the school guidance committee is an important part of the school program whether or not there is a school counselor. Care should be taken to insure that (1) continuity of membership is maintained by having members serve on a rotating basis, (2) that some of the members have some experience in or knowledge about guidance, (3) that the work and schedule of the committee be flexible in order to adjust to the needs of the students, and (4) that meetings be held on a regular schedule for a definite purpose.

I. Organization of committee

  A. Size of committee

    1. Determined by size of school
    2. Determined by size of staff

  B. Composition of committee

    1. Teachers representing each grade, level, or subject area
    2. Parents according to availability and interest
    3. Students according to age and maturity
    4. Administrators according to need
    5. Counselor

  C. Selection of committee members

    1. Appointed members
    2. Volunteer members
    3. Elected members

  D. Schedule for committee meetings

    1. Time
    2. Frequency
    3. Location
    4. Preparation
    5. Notification

II. Responsibilities toward committee

  A. Principal

    1. Acquires general information relevant to school guidance programs
    2. Appoints committee
    3. Provides opportunity during school day for committee to meet (i.e., released time, adjustment of schedule so that committee members have common planning period, short-term adjustments or schedules, use of aides or parent volunteer)
    4. Actively supports committee work
    5. Fosters a guidance attitude within the school by demonstrating guidance skills in his/her work with students and staff

6. Provides opportunities (in-service, faculty meetings, etc.) for staff to become acquainted with and to participate in the work of the guidance committee and to expand their understandings of the school's guidance program and guidance related concepts
7. Works with other administrators to establish and support a developmental guidance program on a systemwide basis
8. Solicits the support of the superintendent for the guidance program

B. Counselor

1. Works with the principal in the selection of guidance committee members
2. Serves as a member of the committee but not necessarily as chairman
3. Assists principal and committee members in acquiring necessary information relevant to the work of the guidance committee
4. Serves as a consultant to the ad hoc committees in planning and implementing their work
5. Assists with the planning and implementation of in-service programs related to guidance

C. Chairperson

1. Coordinates work of committee
2. Works with chairpersons of ad hoc committees to select committee members and to establish time lines
3. Cooperates with principal in setting times and places for meetings
4. Assumes responsibility for notifying committee members of meetings
5. Prepares agenda for committee meetings
6. Keeps principal and staff informed about progress of committee work

D. Committee members

1. Serve as liaisons between the committee and those grades, levels and areas they represent
2. Serve as chairpersons of the ad hoc committee
3. Cooperate in completing committee work according to established time lines
4. Solicit in-put from other staff members
5. Report to the committee all pertinent information in a reliable, non-judgemental manner
6. Support the consensus of the committee
7. Participate actively in the work of the committee

III. Structure of committee work

A. Collection of demographic data

1. Community

a. Location and size of community (rural, urban, suburban)

        - b. Ethnic composition of community
        - c. Economic status of community
        - d. Employment trends and occupation represented in the community
        - e. Resources available in the community (educational, cultural, recreational)

    2. School

        - a. Size
        - b. Ethnic composition
        - c. Major socio-economic groups represented in student body
        - d. Attendance patterns
        - e. Achievement levels
        - f. Other significant factors

B. Identification of needs

1. Students
2. Teachers
3. Parents

C. Selection of priorities

1. Be realistic in regard to what committee can accomplish
2. Select top priorities to recommend to faculty
3. Choose some short-term goals which may be accomplished quickly and which may provide opportunity for immediate success
4. Include long-range goals which focus on needs that are developmental in nature or that continue from year to year
5. Be sure to consider needs of students and parents

IV. Development of Program

A. Work of committee

1. Determine some ways that needs can be met
2. Develop written plan with goals, objectives, activities, plans for evaluation, and time-line
3. Identify what can be done most expeditiously by the guidance committee itself
4. Divide tasks among committee members

B. Involvement of total faculty

1. Consult with faculty to get their in-put
2. Inform faculty of guidance committee's progress
3. Get consensus and/or alternate direction from faculty
4. Form ad hoc committees from total faculty on basis of grade, level, interest, and/or expertise
    - a. Guidance committee members as chairperson
    - b. Identification of tasks which must be performed and the steps involved
    - C. Time-line for completion of ad hoc committee's work
5. Exchange information relevant to work of ad hoc committee

V. Considerations in implementation of program

A. Availability of facilities (consultants, materials, equipment, civic organizations)
B. Availability of resources (parent volunteers, business and industry, civic organizations, resource persons, etc.)
C. Self-concepts of students
D. Orientation of staff
E. Integration into curriculum
F. Responsibilities of teachers
G. Involvement of administration
H. Use of teamwork
I. Involvement of students
J. Involvement of community
K. Use of public relations techniques

VI. Considerations in evaluation of program

A. People who may be involved

1. Student
2. Staff
3. Parents
4. Community
5. Committee members

B. Kinds of evaluation

1. Objective

a. Surveys
b. Questionnaires
c. Opinionnaires
d. Scales
e. Graphs
f. Checklists
g. Standardized tests
h. Guidance records
i. Follow-up studies

2. Subjective

a. Completion statements
b. Autobiographics
c. Writing activities (i.e., paragraphs, poetry, essays, short stories)
d. Interviews
e. Art work (posters, murals, pictures, dioramas, scrapbook collages, etc.)
f. Role playing
g. Dramatizations

C. Steps in evaluation

1. Select evaluative procedure which is appropriate to the objective being checked

2. Be sure that the content of the evaluative instrument is directly related to the content of the objective as implemented
3. Collect data from appropriate persons as indicated by the guidance plan
4. Collect evaluative data from persons involved as phases of the implementation are completed
5. Adjust evaluative procedures in accordance with any changes made in the implementation
6. Include sufficient time for evaluation when establishing time-lines for program
7. Be sure that evaluative instruments provide opportunities for both positive and negative feedback
8. Remember that objectives which are designed to produce change (increase, decrease, improve, reduce, stop, etc.) require both pre and post measurements
9. Be sure that all involved in collecting evaluative data understand their roles in the process
10. Establish a process for compilation of data (tally, cull unusable items, summarize data)

D. Analysis of data

1. Be sure personal biases do not interfere
2. Consider factors unrelated to implementation which may have affected the results
3. Consider factors in the implementation which may affect the validity and/or reliability of the results
4. Determine relevance of results to specific objectives
5. Determine the implications of the results for specific objectives
6. Determine whether or not the objectives were met as expected
7. Compare the number of responses with the number surveyed (i.e., what implications does a large no response hold for the evaluation process)
8. Remember that failure to accomplish a specific objective as stated does not necessarily indicate an entire program has been unsuccessful

E. Utilization of results

1. Curriculum addition and revision
2. Public relations
3. Needs assessment
4. Staff development
5. Revision of testing program
6. Local research

VII. Suggested activities for school guidance committee

A. Assist in developing a testing program
B. Inservice for using standardized tests
C. Assisting with curriculum development
D. Developing courses of study for individual needs
E. Assisting with orientation programs
F. Planning and assisting with Career Day Programs

G. Helping select guidance materials for students and teachers
H. Planning and assisting with homeroom programs pertaining to guidance
I. Gathering information on community resources and agencies that can assist students
J. Assisting with follow-up studies
K. Developing "How to Study" units for the various subject areas
L. Helping to plan, implement, and evaluate the school's guidance program
M. Developing a career education program for the school
N. Planning in-service programs related to guidance
O. Communicating and publicizing the school's guidance program
P. Helping prepare a guidance handbook and newsletter
Q. Helping develop good public relations among the guidance department, students, faculty and staff
R. Communicating characteristics, needs, and developmental tasks of the students to school staff and parents
S. Suggesting curriculum changes and/or additions to meet students' needs
T. Providing leadership in the incorporation of values clarification, decision-making, and problem-solving activities into subject areas
U. Identifying suitable materials related to developmental guidance
V. Helping plan activities to enhance students' self-concepts
W. Sponsoring parent discussion groups and/or parent seminars

GENERAL COMPETENCIES AND ROLES OF THE SCHOOL COUNSELOR

The kinds of activities appropriate for a school counselor have been in the process of crystallizing over a period of years. It is difficult to standardize functions for counselors in different settings, but it is clear that certain competencies are essential.

Equally as clear is that certain activities are appropriate and others are inappropriate or low in priority.

Contained in this document are recommended counselor competencies and a list of appropriate activities from which a counselor may choose in determining his/her duties. Specifically excluded are those non-guidance activities which tend to hamper counselor effectiveness; i.e., routine scheduling, record keeping, administrative duties, etc. These activities frequently infringe upon the time which should be justifiably devoted to the guidance program.

Principals and counselors should find this document helpful in determinimg and evaluating counselor(s) functions in a planned program based upon needs and obtainable resources.

COMPETENCIES

Although the roles of school counselors will vary according to the needs of the students and the schools within which the counselors work, certain basic competencies necessary for the effective performance of the roles must be held by all counselors.

School counselors should demonstrate:

1. An understanding and acceptance of self and others
2. An understanding of sound guidance theory and practice and the ability to implement that understanding
3. A general understanding of human growth and development

4. Specific understanding of the developmental stages, tasks, and characteristics of the students with whom they will be working
5. An understanding of educational and psychological measurement and the ability to administer, utilize, and interpret tests
6. The ability to function effectively as a member of group
7. Skill in group leadership and an understanding of group psychology
8. Skill in interpersonal relationships
9. Knowledge of recognized educational theory and practice
10. Knowledge of learning theory and practice
11. An understanding of the teaching relationship
12. Broad knowledge of career education and vocational trends
13. The ability to communicate effectively
14. The ability to identify and use resources available to assist students
15. The ability to identify and use referral agencies available to assist students
16. Knowledge of general and abnormal psychology
17. The ability to organize data and resources
18. The ability to conduct and use educational research in school program (follow-up studies, needs assessment, etc.)
19. A variety of intervention strategies which might be used to meet the needs of students
20. The ability to assess the effects of the curriculum on the students and to make recommendations regarding its content

POSSIBLE ROLES

The counselor's responsibilities are many, and the counselor's roles are primarily indicated by the needs of the students, the school setting, and the number of counselors in the school. Some of the major appropriate roles may be to:

1. Conduct an assessment of the guidance needs of the students and of the school's program

2. Assist in developing a school philosophy of guidance and in defining the objectives based on the identified needs

3. Coordinate the guidance program with the faculty members and the administration

4. Provide group counseling sessions for persons (students,parents, teachers) with common concerns in order to give them an opportunity to share problems and solutions

5. Provide group guidance sessions relevant to the typical developmental concerns for the age group (i.e., peer and adult relationships, physical and emotional growth, dating, self-understanding, decision-making), study habits, orientation to the school, problems of dropouts, the use of drugs and alchol, and preparation for the next educational level

6. Supervise the school's record system and help provide information for the cumulative folders and for the placement and scheduling of students in classes appropriate to their needs

7. Be involved in the planning, organization and implementation of the school's testing program

8. Provide and interpret test results to students, parents, and appropriate members of the school's and system's staff

9. Provide individual counseling for self-referrals of students and for the referrals made by teachers and administrators

10. Refer students to appropriate agencies as necessary for specialized help

11. Provide feedback on the referrals to the appropriate teachers and administrators

12. Consult with parents and/or teachers to consider specific needs of students

13. Keep informed as to public and private resources pertinent to guidance and make the information available to those needing it

14. Coordinate and participate in the pre-registration of students and counsel with students in regard to their choices of subjects

15. Have input into curriculum planning to assist teachers to meet individual needs of students

16. Work with administrators and assist them in developing better school services

17. Conduct follow-up studies of students who have matriculated

18. Supervise or conduct research studies to evaluate the school's guidance services

19. Suggest to teachers possible classroom strategies for particular students

20. Organize special activities for new students

21. Assist in the identification and placement of exceptional children

22. Assist students to identify their interests and to plan for the wise use of their leisure time

23. Assist students to find information regarding opportunities for work

24. Have knowledge of varied occupational, educational, and social information and materials and disseminate the information as it is needed

25. Provide leadership for the guidance committee

26. Assist with the planning, implementation, and coordination of a program of career development

27. Assist the teacher to understand the gifted, the under-achiever, the over-achiever, the slow learner, the exceptional student, and the student with problems

28. Serve as liaison with civic organizations

29. Counsel with parents in regard to parent-child relationships

30. Have input into the school's in-service program

31. Orient students, staff, and community to the functions of the school counselor and the guidance needs of the students

32. Assist individual students in making career and educational decisions

33. Assist individual students in placement--education and employment

BEGINNING A GUIDANCE PROGRAM

BASIC QUESTIONS

1. What are we doing now in organized guidance? What are our objectives?
2. What are the needs of our pupils? How will we determine these needs?
3. What do we want to accomplish in guidance this school year?
4. How shall we evaluate the guidance program at the end of this year?
5. How shall we plan to do this?

GUIDANCE PROGRAM - BASIC STEPS

1. Begin to plan for the program.
   Administrators and the certified school counselor need to:
   - Desire the program
   - Have necessary personnel
   - Provide materials and office facilities
   - Decide on the most effective means of involving the entire school staff in some phase of planning for the program. Understanding and participation by the staff is vital to the success of the school guidance program.
2. Determine realistic objectives for the program based on the needs of the pupils in that particular school.
3. Appoint Guidance Committe and plan objectives.
4. Present plan to faculty and decide what further meetings are necessary.
5. Define responsibilities of administrators, school counselor, teachers and other personnel in the guidance program.
6. Discuss possible method of evaluating the program and any research studies that might have been planned.

IDEAS FOR EVALUATION OF GUIDANCE PROGRAMS

Step 1. Briefly list:
- Objectives of the program
- Activities and techniques used to achieve objectives
- Opinion or evaluation of objectives met effectively

Step 2. Describe planned guidance activities conducted through the year:
- Pupils
- Teachers
- Parents
- Referral agencys and other personnel

Step 3. Basic problems encountered with:
- Administrators
- Teachers
- Pupils
- Parents
- Other parties

Step 4. Summary of counselor's monthly reports
Step 5. Recommendations for program for next year.

SUGGESTED BASIC PROGRAM FOR GUIDANCE

Basic Premises

- The program should provide for ALL children
- The program should be balanced between direct services to children and working with teachers and parents.
- The program should actively involve all staff members and should utilize the services of other pupil personnel workers and referral agencies and sources.
- The program in the school setting should be geared to the broad range of "norman" children rather than only the children with intense emotional problems.
- The program should be continuous and be developmental as well as remedial.
- The program should include:

1. A Guidance Committee
   Cooperative working relationship with teachers, administrators, and referral personnel
   Written objectives for the year
2. Identification of Pupil's Needs
   Testing--Interpret and Utilize
   Comulative Records
   Consultation
3. Counseling with
   Children
   Parents
4. Placement
   From results of identification academic
   Referrals
5. Referrals Sources and Personnel
   Personal
   Physical
6. Group Guidance
   (Classroom units or activities, homeroom, assemblies, field trips, resource speakers, films, filmstrips, etc.)
   Educational
   Social-Personal
   Vocational
7. Research, Evaluation, and Public Relations
   Continuous evaluation of effectiveness
   Monthly report of counselor
   Annual evaluation for us in future planning
   Continuous public relations program to insure understanding of the Guidance program and what it offers to childen and parents.
8. Follow-Up
   Placement
   Individual and group needs
   Surveys or research
9. Curriculum
   Flexible to meet needs of pupils as shown by program
10. Early planning of the next years program based on evaluations and reports of previous year.

GUIDANCE AND THE TEACHER

Elementary School

- Cooperation of teacher-counselor-parent-administrator
- Help each child make the maximum use of their abilities for the best possible development of themselves and for the benefit of society.
- Early recognition of strengths and weaknesses
  - Intellectual
  - Emotional
  - Social
  - Physical

Normal guidance responsibilities of teachers are:

1. Use of cumulative record, consultation, date including test scores to:
   understand each child
   Recognize strengths and weaknesses
   Needed areas of special attention and support
2. Become more observant of
   Each child's behavior and try to understand causes
3. Acceptance of each child
4. Give encouragement to each child
   Discover special interests and talents
   Provide some attainable goals for each child
5. Classroom atmosphere
   Wholesome, warm, accepting
6. Adjust teaching methods to meet individual needs and differences
   start where the child is
7. Cooperate with the home and parents
   Work with school, city
8. Provide developmental and preventive group guidance activities or units.
9. Identify pupils with special needs and refer them to the school counselor for special placement of referral to agencies.
10. Be a cooperative active participant in the "whole staff" approach to helping meet pupil's needs in the specific school.
11. Be aware of own emotions and feelings in working with and reacting to the children.

TWO STAGE PLANNING

FOR A GUIDANCE PROGRAM

PRESENTED AT THE NATIONAL ELEMENTARY GUIDANCE CONFERENCE

June 26, 1979, Richmond, Virginia

Gladys B. Dronberger, Central State University

Edmond, Oklahoma

Planning is essential to give direction to a guidance program. It can be used to support fundingm to provide information for constituencies and to orient new staff members. Planning is most likely to be done and to result in useful improvements if it is manageable and requires as little of the counselor's time as possible. The two state planning process here outlined is designed to maximize effect and reduce time invested in planning. First, as the counselor begins to think about planning, a long range plan is developed to describe everything the counselor intends to do and the client learnings that whould result. A second stage occurs after the counselor realizes that all activities cannot be evaluated every year. A few selected for focus each year: they are improved and evaluated. The results of the evaluation are used to improve the program and eventually to revise the long range plan.

The long range plan could be published as the School's guidance handbook. It should contain a description of how the guidance program fits into the school organization. It should have broad, general goal statements or a philosophy. There should also be both process and product objectives, copies of forms and lists of materials. It should be a sourcebook for beginning counselors.

The short range plan changes every year and contains only those objectives to be worked on during the current school year. It will probably be specific to a single counselor and will have top priority objectives and their evaluations.

State I. Long Range Plan

1. Description of the district and the guidance program
2. Philosophy "We believe"
3. Process objectives, "The counselor will..."
4. Product objectives, "The students will..."
5. Forms
6. Materials

Stage II Yearly Plan

1. Current Situation
2. Documentation, logs, schedules, questionnaires
3. Evaluation, top priority objectives and evaluations
4. Results
5. Summary